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ABSTRACT

Intended for use by adult basic education (ABE) instructors who are organizing or reorganizing their reading programs for individualized instruction, this guide outlines the ABE Reading Sequential Competency System (SCS). The main benefits of this particular system for reading are that it delineates a sequence of reading skills, allows the illiterate or functionally illiterate adult the flexibility of having instruction on an individualized basis with open-entry open-exit options, and provides for accountability in reading instruction. Described in the guide are the following aspects of the SCS system: (1) the assessment process (initial assessment, continuous assessment, assessment of growth) (2) program components (Checklist of reading skills, student competencies, pretests, the prescription form, cross references of materials, mastery checks); and (3) organizational and recordkeeping features. Commercial student materials used in the program and addresses of publishers of these materials are listed. Appended to the report are a complete collection of the student competencies, pretests, and mastery checks as well as all the components for two selected skills (long and short vowels) and worksheets designed for SCS. (MN)

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ED210493

DEVELOPING A READING SEQUENTIAL COMPETENCY SYSTEM

A GUIDE FOR ABE INSTRUCTORS

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Developmental Education Department
Walla Walla Community College
Walla Walla, Washington

May, 1980

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State Superintendent of Public Instruction
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CE 030 762

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Dr. Frank B. Brouillet

State Department of Public Instruction

Elmer E. Clausen

Director of Adult Education & Community Schools

DEVELOPING A READING SEQUENTIAL COMPETENCY SYSTEM

A GUIDE FOR ABE INSTRUCTORS

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DEVELOPING A READING SEQUENTIAL COMPETENCY SYSTEM

A GUIDE FOR ABE INSTRUCTORS

INTRODUCTION

Because the scope and sequence of the reading process is so broad and multi-faceted, and skills are not easily defined, and because the Walla Walla Community College Adult Learning Center is organized for individualized instruction, the Adult Basic Education (ABE) instructors and coordinator realized the need for a management system for reading which would (1) delineate a sequence of reading skills, (2) allow the illiterate or functionally illiterate adult the flexibility of having instruction in the Learning Center on individualized basis with open-entry, open-exit options and (3) at the same time would provide for accountability in reading instruction. They appealed for a design by which student progress could be tracked and one which would insure more efficient and effective use of materials.

The purpose of this guide is to describe to ABE instructors, who might be organizing or reorganizing their reading programs for individualized instruction, the management system developed to meet the aforementioned needs. The system is called the ABE Reading Sequential Competency System (SCS). Aspects of the SCS described herein are (1) the assessment process, (2) its six components and (3) organizational and record keeping features. Also included is a bibliography of student materials grouped according to reading skills and a list of publishers from whom the materials can be obtained.

The appendices contain a complete collection of the student competencies, pretests and mastery checks. Included as well are all the components for two selected skills plus worksheets developed for the SCS by the writer.

Appreciation must be expressed to Elmer Clausen for financially supporting this project, to Hilda Thompson who encouraged the writer to submit the proposal, to Walla Walla Community College ABE instructors and staff (Chris Anderson, Judi Krein, Elen Montoya, Carmen Martinez and Kathy Derfler) for their input, their willingness to test the new procedures and their insightful and helpful evaluative comments, to the students who have evaluated the materials and to Virginia Liebergesell and her colleagues at Tacoma Community College who so graciously shared ideas and materials in the early stages of the project.

ASSESSMENT PROCEDURE

Three types of assessment occur at different points in the student's ABE reading program, each for a different purpose. There is initial assessment at entry for the purpose of determining the person's level of ability and needs. As the student progresses through the SCS s/he is given pretests and mastery checks to ascertain need for instruction and check mastery. Finally, assessment may occur as the student completes a reading course or when an instructor wants a measure of growth over a specified period.

Initial Assessment

Each person who comes to the Adult Learning Center participates in an intake and assessment interview which includes a gross measure of reading ability. The Slosson Oral Reading Test (SORT), a graded wordlist which can be administered and scored in three to five minutes, is used for this initial screening. According to the publishers, it has a .96

correlation with the Gray Standardized Oral Reading Paragraphs. The writer's informal study indicates that for most students, it is a reliable source of information for an initial leveling. Excluded are students with a second language background, for their Slosson scores indicate an inflated reading level.

The SORT is available from Slosson Educational Publications Inc., P.O. Box 28, East Aurora, New York 14052, at a cost of $2.00 per package of 20.

To obtain more information about the reading ability and needs of the persons who scored level 3 or below on the SORT, parts 2 and 3 of Form A of the Individual Reading Placement Inventory (IRPI) are administered to them. This consists of six graded paragraphs for the person to read orally or hear, after which s/he responds to comprehension questions. The paragraph and questions have adult appeal; however, the comprehension questions needed to be revised to include main idea questions and to eliminate some of the many yes-no responses.

Form B can be used as a measure of progress after instruction. Both forms are available from Follett Educational Corporation, 1010 N. Washington Blvd., Chicago Illinois 60607.

A person who scores level 4 or above on the SORT is further assessed by administering either the Reading Efficiency Checks which are graded narratives followed by comprehension questions or the silent/oral reading portion of the Britton Adult Informal Reading Inventory. The former is used unless the assessor feels more in-depth diagnosis is needed. Either of these instruments provides a measure of comprehension and identifies whether deficiencies exist in several comprehension skills.

The Reading Efficiency Checks are published by Educational Development Laboratories, a division of McGraw-Hill, 1221 Avenue of the Americas, New York, New York, 10020. The Britton Adult Informal Reading Inventory by Gwynth Britton is available through the Oregon State University Bookstore, Corvallis, Oregon, 97331.

Based on the reading level obtained on the initial assessment, the student is enrolled in one of three individualized ABE reading courses. In a subsequent section of this Guide, the contents of these courses will be discussed.

Continuous Assessment

The instructor uses the pretests and mastery checks for each of the skills listed in the skills checklist for the particular reading course in which the adult student is enrolled. Pretests and mastery checks will be discussed later; examples are found in the appendices.

Assessment of Growth

At the end of the term or at another time deemed appropriate by the instructor, follow-up assessment will occur using one of the following methods. For students in any of the three courses, a progress check is made by retest on the SORT. For persons in Basic Reading Skills I, Form B of the IRPI may be given instead, and for those in either Basic Reading Skills II or III, a retest with a REC or Britton Adult Informal Reading Inventory would be appropriate in addition to or instead of the SORT.

COMPONENTS OF THE ABE READING SEQUENTIAL COMPETENCY SYSTEM

There are six components in the ABE Reading Sequential Competency System (SCS). In this section and the subsequent one on organization, the components will be described, some examples will be exhibited and organizational features will be discussed. The six components are: a checklist of reading skills, student competencies, pretests, cross reference of materials, a prescription form and mastery checks.

Checklist of Reading Skills

Recognizing that the reading process is a complex, multi-faceted one, yet realizing the need to focus on particular skills for instruction, a checklist of reading skills has been developed for this program. One must be ever mindful that many of these skills are used simultaneously in any given reading experience and that every ABE student's reading program should include reading high interest material for pleasure or information in addition to the work on isolated skills.

By looking at Exhibit A, the Reading Skills Checklist, which follows, one can readily see that the reading skills have been grouped into four categories, namely Decoding Skills, Comprehension Skills, Survival Skills and Study Skills. The letter and numeral codes are used for organization and communication purposes. This checklist was designed as a tracking sheet for the instructor and student. Subsequent to its design, a decision was made to offer three basic reading courses, the content of each coming from the skill areas covered in the SCS and represented on the checklist. Exhibits B, C and D are the checklists used by the instructors and students who are enrolled in these three individualized Basic Reading Skills courses. They illustrate what content may be covered in each of the courses.

Exhibit A.

READING SKILLS CHECKLIST

Pre-test (date)	Needs Work	Skills	Mastery Check (date)
		DECODING	
		D1 Readiness	
		D1a Visual Readiness	
		D1b Auditory Readiness	
		D2 Sight Words - Bucks County Word List (to 4th)	
		D3 Context	
		D4 Phonics	
		D4a Single consonant counds	
		(1) Beginning	
		(2) Ending	
		D4b Consonant variants (c, s, g)	
		D4c Consonant digraphs	
		D4d Consonant patterns	
		D43 Vowels	
		(1) Long	
		(2) Short	
		(3) Dipthongs	
		D4f Vowel Patterns	
		(a) Phoneme-grapheme patterns	
		(2) Consonant substitution and addition	
		D4g Steps in decoding one-syllable words	
		D5 Structural Analysis	
		D5a Plurals and possessives	
		D5b Contractions	
		D5c Compound words	
		D5d Root words	
		D5e Syllabication	
		D5f Decoding words using structural analysis	
		COMPREHENSION	
		C1 Word Processing	
		C1a Context Clues	
		C1b Affixes	
		C1c Synonyms	
		C1d Homophones and Homographs	
		C1e Abbreviations	
		C2 Meaning from Passages	
		C2a Getting the main idea	
		C2b Finding and recalling details	
		C2c Making inferences	
		C2d Seeing cause and effect	
		C2e Stating the sequence of events	
		C2f Drawing conclusions	
		SURVIVAL SKILLS	
		S1 Reading signs/labels	
		S2 Reading schedules	
		S3 Following directions	
		S4 Reading advertisements	
		S5 Reading technical documents	
		S6 Completing forms and applications	
		S7 Using a telephone directory	
		STUDY SKILLS	
		St1 Textbook Strategy	
		St2 Adjusting rate	
		St3 Locating information	
		St3a Alphabetical lists	
		St3b Using the dictionary	
		St3c Using an index	
		St4 Interpreting graphics	
		St5 Reading maps	
		St6 Using the library	

Name________________________________Credits__________ M Tu W Th F

8:30 9:30 10:30

English 068 Basic Reading Skills I....3-5 credits

12:30 1:30

For the student at the introductory stage of reading who needs the most basic decoding and comprehension skills.

These skills will be taught as needed:

Pre-test (date)	Needs Work	Skills	Mastery Check (Date)
		DECODING D1 Readiness D1a Visual Readiness	
		D1b Auditory Readiness	
		D2 Sight Words - Bucks Co. (to 4th)	
		D3 Context	
		D4 Phonics D4a Single consonant sounds (1) Beginning	
		(2) Ending	
		D4b Consonant variants (c, s, g)	
		D4c Consonant digraphs	
		D4d Consonant patterns	
		D4e Vowels (1) Long	
		(2) Short	
		(3) Dipthongs	
		D4f Vowel patterns (1) Phoneme-grapheme patterns	
		(2) Consonant substitution and addition	
		D4g Steps in decoding one-syllable words	
		D5 Structural Analysis D5a Plurals and possessives	
		D5b Contractions	
		D5c Compound words	
		D5d Root words	
		D5e Syllabication	
		D5f Decoding words using structural analysis	
		COMPREHENSION	

______________Book________________________________

______________Book Report__________________________

EXHIBIT C

Name________________________________Credits____________ M Tu W Th F

8:30 9:30 10:30

English 078 Basic Reading Skills II.....3-5 credits 12:30 1:30

For the student who needs help in developing skills related to work-type and survival-type reading with an emphasis on word processing and comprehension.

These skills will be taught as needed:

Pre-test (date)	Needs Work	Skills	Mastery Check (date)
		DECODING D5 Structural Analysis D5a Plurals and Possessives	
		D5b Contractions	
		D5c Compound words	
		D5d Root Words	
		D5e Syllabication	
		D5f Decoding words using structural analysis	
		COMPREHENSION C1 Word Processing C1a Context clues	
		C1b Affixes	
		C1c Synonyms	
		C1d Homophones and Homographs	
		C1e Abbreviation	
		SURVIVAL SKILLS S1 Reading signs/labels	
		S2 Reading schedules	
		S3 Following directions	
		S4 Reading advertisements	
		S5 Reading technical documents	
		S6 Completing forms and applications	
		S7 Using a telephone directory	

__________ Book____

__________ Book Report_______________________________________

EXHIBIT D

Name________________________________ Credits__________

M Tu W Th F

8:30 9:30 10:30

12:30 1:30

English 088 Reading Improvement....3-5 credits

For the student who reads with relative ease material written for the general adult population, but needs to learn how to use reading as an occupational and learning tool.

Pre-test (date)	Needs Work	Skills	Mastery Check (date)
		COMPREHENSION	
		C1 Word Processing C1a Context clues	
		C1b Affixes	
		C1c Synonyms	
		C1d Homophones and homographs	
		C1e Abbreviations	
		C2 Meaning from Passages C2a Getting the main idea	
		C2b Finding and recalling details	
		C2c Making inferences	
		C2d Seeing cause and effect	
		C2e Stating the sequence of events	
		C2f Drawing conclusions	
		SURVIVAL SKILLS	
		S1 Reading signs/labels	
		S2 Reading schedules	
		S3 Following directions	
		S4 Reading advertisements	
		S5 Reading technical documents	
		S6 Completing forms and applications	
		S7 Using a telephone directory	
		STUDY SKILLS	
		St1 Textbook Strategy	
		St2 Adjusting rate	
		St3 Locating Information St3a Alphabetical lists	
		St3b Using the dictionary	
		St3c Using an index	
		St4 Interpreting graphics	
		St5 Reading maps	
		St6 Using the library	
		VOCABULARY	

__________Book____

Book Report

Basic Reading Skills I is for reading levels 1, 2 and 3; II is for levels 4, 5 and 6; III is for levels 7 and 8. It should be noted that there is some overlap, a result of the complexity factor in the reading process.

Student Competencies

An objective or competency was written for each of the skills identified on the Checklist. A mastery level for each is stated.

The following example is the objective for skill D4e(3), Vowel Dipthongs:

> Given nonsense and real words containing dipthongs, the student pronounces the dipthongs correctly (80%, 2 seconds per word).

The objective for C26, Recalling Details, is:

> Given a narrative selection with questions asking for recall of details following the selections, the student will indicate the correct response from a choice of three answers (80%).

Pretests

As mentioned earlier, the pretests are one aspect of on-going assessment designed to determine whether the student needs work on a given reading skill. In some cases a pretest may cover several related skills. A student is given a pretest by an instructor; if the student does not make a score at or above the indicated mastery level, work on that skill is assigned. See Appendices A and C for pretests.

The Prescription Form

Several adaptations responding to instructors' criticisms have led to the simple format for the prescription form found as Exhibit E. This form is stapled to the inside cover of each student's work folder.

Cross Reference of Materials

Instructional materials are cross referenced to the reading skills on the checklist and in most cases are also cross referenced to reading levels, using letter designations (e.g. "A" designates reading grade level 1, "B" designates level 2, etc.). Exhibit F shows the format used for most of the skills. For the decoding skills a different format was used to provide for some suggested teaching strategies in addition to instructional materials (see Exhibit G).

Mastery Checks

Like the pretests, these are used as part of the on-going assessment as competency measures. They are used after a student completes assigned skill building activities. A mastery level is indicated for each test.

ORGANIZATION

Each student has a work folder in which the appropriate basic reading course checklist is kept. A prescription form is stapled to the inside front cover of each folder. These are used by the instructor to record assignments and progress.

A filing system has been devised for the remaining four components of the ABE Reading Sequential Competency System. The folders for each component are coded by color, using self-adhesive file folder labels. For a given skill, there is (1) a folder containing copies of a pretest and an answer key, (2) a folder containing the objective and the

EXHIBIT E

PRESCRIPTION FORM

Date Assigned	Reading Assignments	Date Completed

CROSS-REFERENCE FORM

MATERIALS	LEVEL	D	E	F	G	H	I	J	K	L

EXHIBIT G

D4 Phonic Analysis
D4a Single Consonant Sounds

ALTERNATE CROSS-REFERENCE FORM: DECODING SKILLS

(1) and (2)

Materials:

1. Barnell-Loft Working with Sounds
   Book A, Units 1-29; 37-50
   Book B, Units 1-12
2. Mott - Book #1301, pp. 1-55
3. Laubach - Book 1
4. Dr. Spello - Unit 3
5. Talking Pages - b, c, g, j, l, m, p, r, s, t, v, w, y

Strategies:

1. Present the student with a list of words which use the same sound (the sound the student is going to learn). Have the student say the words; then have him/her think of or find words which begin or end with the same sound. Sources of words: 300 Word List, Survival Word List, News For You, catalogs, magazines.
2. Cut out pictures of objects which begin or end with the sound being learned. Make a collage or a deck of flash cards (with the picture on one side, the letter on the other).
3. Use Mott 1301, pp. 39-55 as a review before Mastery Check.

cross reference sheet, (3) another folder with a mastery check and answer key and (4) if necessary, one or more folders of worksheets. (Worksheets were developed if commercial materials were unavailable, inappropriate or too expensive--see Appendix H.)

Different colored paper is used for each of the various components. For example, the pretests are copied on pink paper and the mastery checks are on goldenrod. Al' answer keys are blue.

Initial assessment scores are recorded on a 5 x 8 permanent record card with other personal data about the students. In addition, for some students, permanent record folders containing assessment answer sheets and observations are kept.

COMMERCIAL STUDENT MATERIALS

The following are materials most used with ABE students at Walla Walla Community College. They are organized by skills in the order listed on the Skills Checklist found as Exhibit A on page 6 of this Guide. The publisher is given for each. A listing of publishers' addresses follows the list of student materials.

Materials

Decoding: Visual and Auditory Readiness (D1)

EDL Motility Training Filmstrips (EDL/McGraw-Hill)

Mott Basic Language Series, Books 160 and 1300 (Allied Education Council)

Decoding: Sight Words (D2)

Besteller Books (Fearon Pitman)

EDL Go Series, Book 1 (EDL McGraw-Hill)

News for You (New Readers Press)

300 Most Frequently Used Words (from Computational Analysis of Present-Day American English by Henry Kucera and N. Nelson Francis, Brown University Press, 1967.)

Decoding: Context (D3)

EDL Aud-X, BA and CA (EDL/McGraw-Hill)

Sound Reading Program (Education Achievement Corporation)

Working with Sounds, Book A (Barnell-Loft)

Decoding: Phonics (D4)

EDL Aud-X, AA-CA (EDL/McGraw-Hill)

Laubach, Books 1-4 (New Readers Press)

Mott Basic Language Series, Books 1301-1306 (Allied Education Council)

Working with Sounds, Book A-C (Barnell-Loft)

Decoding: Structural Analysis (D5)

Be a Better Reader, Book A (Prentice-Hall)

EDL Aux-X, RA-BA, DEFA (EDL/McGraw-Hill)

Mott Basic Language Series Books 1600, 1609 (Allied Education Council)

Comprehension: Word Processing (C1)

Be a Better Reader (Prentice-Hall)

Mott Basic Language Series, Book 1913 (Allied Education Council)

Topics for the Restless and Voices from the Bottom (Jamestown)

Strategies for Reading Words in Context (Allyn & Bacon, Inc.)

Comprehension: Getting Meaning from Passages (C2)

Be a Better Reader (Prentice-Hall)

Cambridge GED Program: Interpretation of Literary Materials (Cambridge Book Co.)
(Cambridge Book Co.)

Comprehension Skills Series (Jamestown)

EDL Controlled Reader Study Guides (EDL/McGraw-Hill)

Essential Skills (Jamestown)

From Pictures to Passages (Contemporary Books, Inc.)

Specific Skills Series (Barnell-Loft)

Survival Skills (S1-S7)

How to Read for Everyday Living (Educational Activities)

Today (Instructional Communications Technology, Inc.)

Washington Survival (Holt, Rinehart & Winston)

Study Skills: Textbook Strategy (St1)

EDL Listen and Read

How to Study (by Thomas E. Staton, P.O. Box 6133, Montgomery, Alabama 36106)

Study Skills: A Student's Guide to Survival (John Wiley & Sons)

Study Skills: Adjusting Rate (St2)

Be a Better Reader (Prentice-Hall)

EDL Controlled Reader Study Guides (EDL/McGraw-Hill)

Voices from the Bottom (Jamestown)

Study Skills: Locating Information (St3)

Be a Better Reader (Prentice-Hall)

EDL Study Skills Library (EDL/McGraw-Hill)

From Pictures to Passages (Contemporary Books,,Inc.)

Mott Basic Language Series (Allied Education Council)

Publishers' Addresses

Allied Education Council
Distribution Center
P.O. Box 78
Galien MI 49113

Barnell-Loft, Ltd.
958 Church Street
Baldwin NY 11510

Cambridge Book Co.
488 Madison Avenue
New York NY 10022

Educational Activities
P.O. Box 392
Freeport NY 11520

Education Achievement Corp.
5000 Lakewood
Waco TX 76710

Holt, Rinehart & Winston Publishers
383 Madison Avenue
New York NY 10017

John Wiley & Sons
605 Third Avenue
New York NY 10016

New Readers Press
P.O. Box 131
Syracuse NY 13210

Allyn & Bacon, Inc.
Ralston Park
Belmont CA 94002

Brown University Press
P.O. Box 1881
Providence RI 02912

Contemporary Books, Inc.
180 N Michigan Avenue
Chicago IL 60601

EDL/McGraw-Hill
1221 Avenue of the Americas
New York NY 10020

Fearon Pitman
6 Davis Drive
Belmont CA 94002

Instructional Communications
Technology, Inc.
10 Stepar Place
Huntington Station NY 11746

Jamestown Publishers
P.O. Box 6743
Providence RI 02940

Prentice-Hall
6 Davis Drive
Belmont CA 94002

APPENDIX A

EXAMPLES OF ALL COMPONENTS

FOR

D4e(1) Long Vowels

(1) and (2) Long and Short Vowels

The student will indicate whether given words have short or long vowel sounds. (80%)

Materials

1. Barnell-Loft Working with Sounds - Book B, Units 30, 33, 44, 36, 39, 42, 49.

2. Be a Better Reader, Book A (level D) - pp. 76-79.

3. EDL Aud-X (WS) - AA 16, 22, 23
   BA 8, 9, 10, 14, 17, 18
   CA 7, 8
   DEFA 7, 8

4. Dr. Spello - Units 6 & 7

5. Mott - Book 1304, pp. 17-31, 166-177

6. Worksheets

Strategies/Activities

1. Begin with the worksheets, then select activities from the other materials.

2. The Laubach material provides reading-in-context practice, which is desirable. The student could cover a Laubach story like "The Mason Family" on p. 9 with a transparent plastic sheet, then mark with a grease pencil each word with /ā/ or whatever long vowel sound is being studied.

3. Have the student continue to add words to the lists on Worksheet 1.

4. Using a catalog, tell the student s/he can order only items which have long vowel sounds in their names. The pictures can be cut out and put into an envelope or pasted onto paper.

Vowels

Directions: Put these words into the correct boxes.

am	night	mad	say
cute	coat	meat	eight
sleep	help	fish	head
frog	fun	cost	know
my	ate	use	mule

Long Vowels	Short Vowels

Mastery 16+

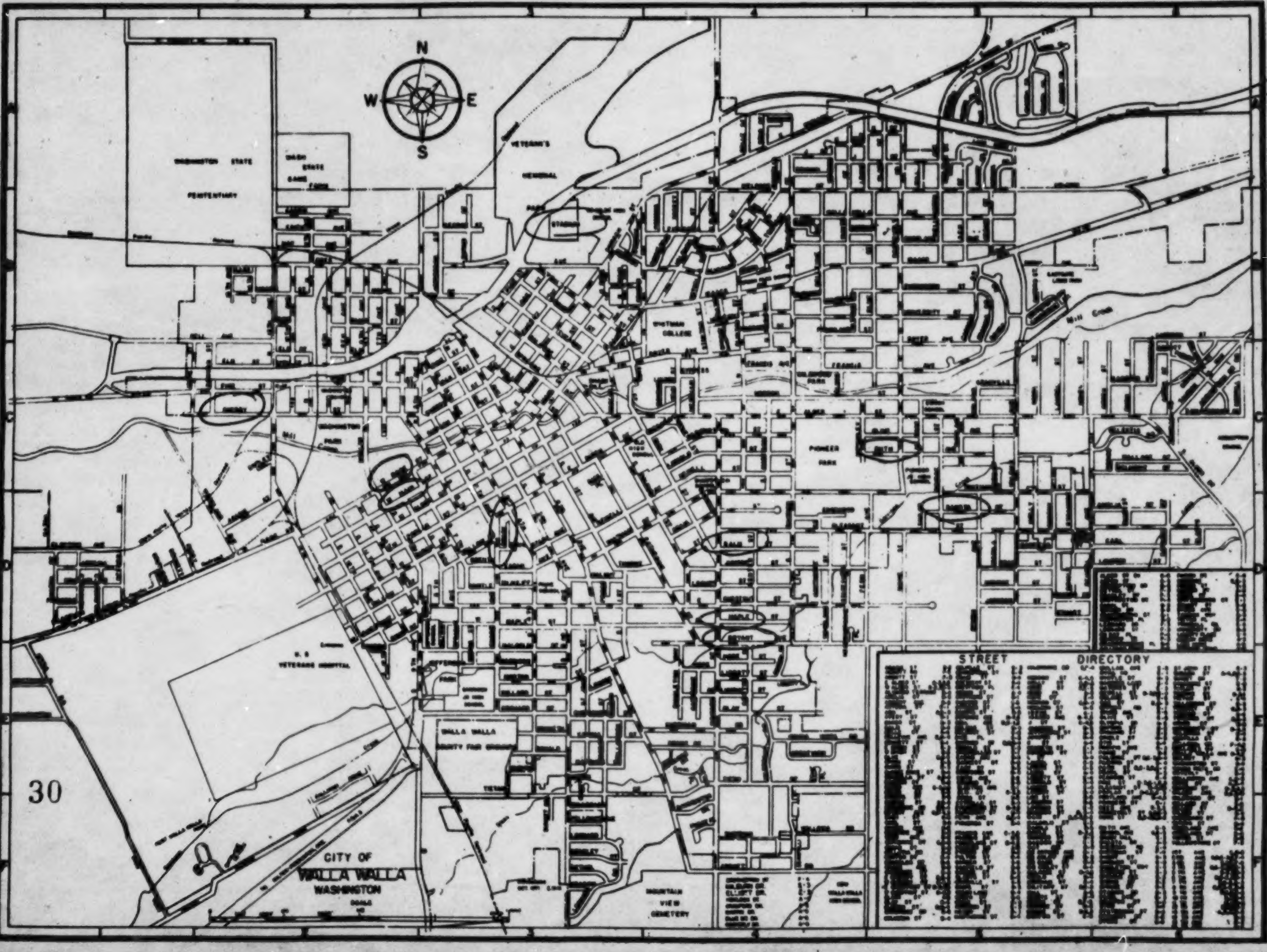
D4e (1) Worksheet 3

Long Vowel Sounds

Note to the Teacher:

There are two pages of activities for each long vowel sound. Be sure the student understands the directions. Also, discuss each one before letting the student proceed.

(users will wish to use maps of their own area)


N
W
E
S
WASHINGTON STATE PENITENTIARY
VETERAN'S MEMORIAL PARK
WHITMAN COLLEGE
PIONEER PARK
U.S. VETERANS HOSPITAL
WALLA WALLA COUNTY FAIR GROUNDS
MOUNTAIN VIEW CEMETERY
CITY OF WALLA WALLA WASHINGTON
STREET DIRECTORY

30

31

Long a: /ā/

Look at the map of Walla Walla. Some of the street names are circled.

If the street name has a long a - /ā/ sound (as in ate), put it in the /ā/ box. If it does not have the long /ā/ sound, put it in the box under no /ā/.

/ā/	no /ā/

6 Ways to Spell the Long a Sound - /ā/

All the words in these lists have the long a - /ā/ sound as in nāme. Say the words.

cake
day
face
today
later
rain
baby
obey
eight
lady
paint
birthday
game
may
take
weigh
neighbor
paper
they
stay

Now look at the boxes below. There are 6 ways to spell the long a sound. Put each word into the box which shows how the /ā/ sound is spelled.

a	a - e	ay	ai	eigh	ey
later	cake	today	rain	eight	obey

Long e - /ē/

Use long e words from the list of foods to plan a meal. Use only foods with /ē/.

beef patty
cheeseburger
fish
peas
carrots
green beans
peach
apple

wheat bread
rolls
milk
tea
coffee
pie
ice cream

Meal Plan

Main Dish:

Vegetable:

Fruit:

Bread:

Drink:

Dessert:

5 Ways to Spell Long e - /ē/

Say these long e words.

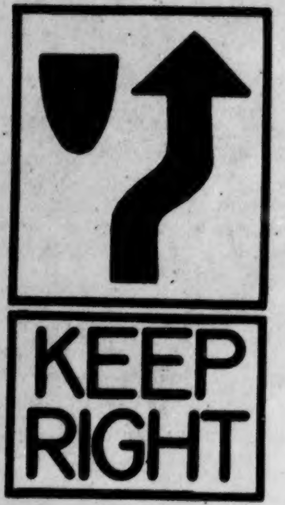
green
be
keep
she
me
maybe
feet
clean
eat
any
really
many
money
key
see
monkey
tree

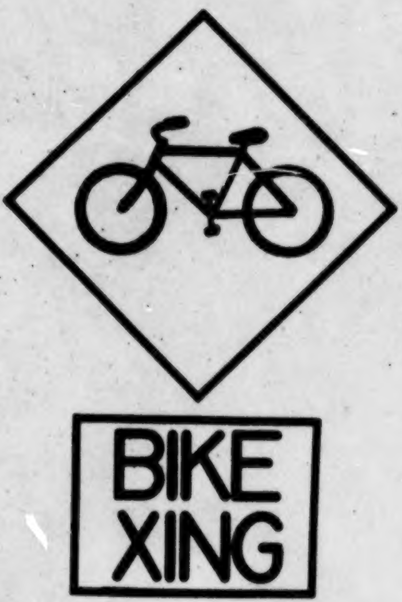
There are 5 ways to spell the /ē/ sound. Put all the words together that have the /ē/ spelled the same way.

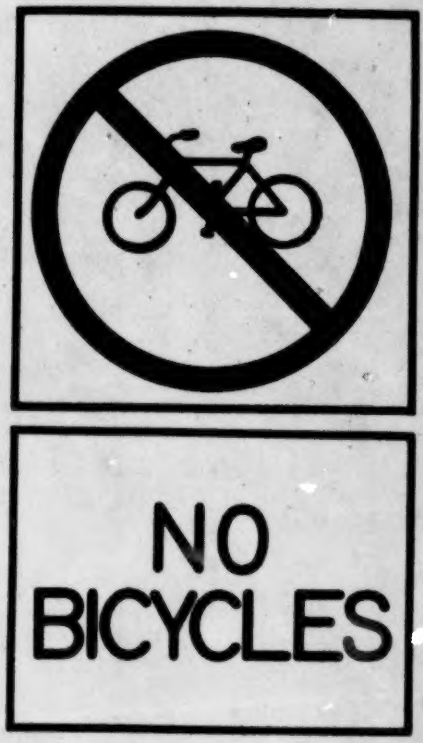
e	ee	ea	ey	y
be	green	clean	money	any

Long ī - /ī/

Look at the traffic signs. Circle the words that have a long i sound.



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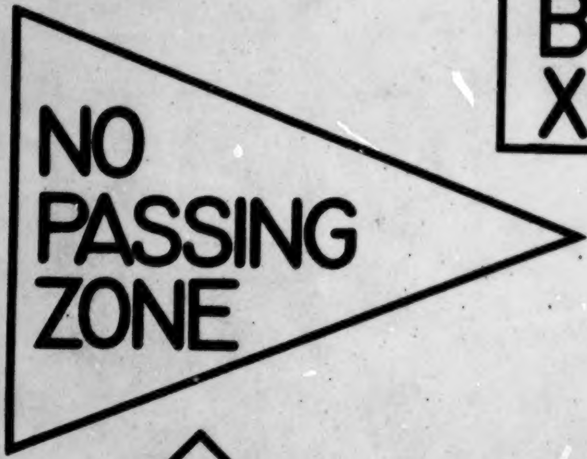
BICYCLES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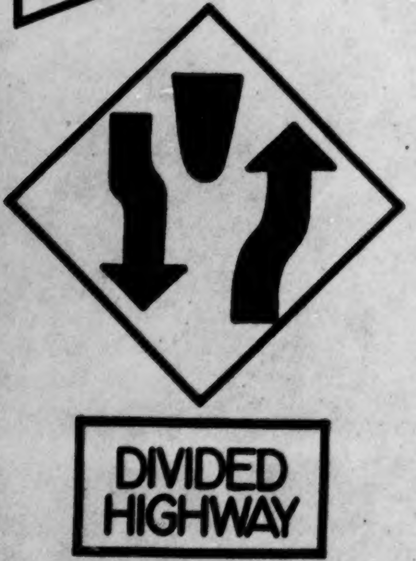
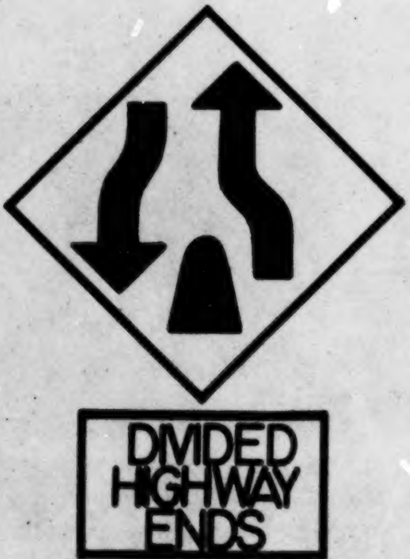
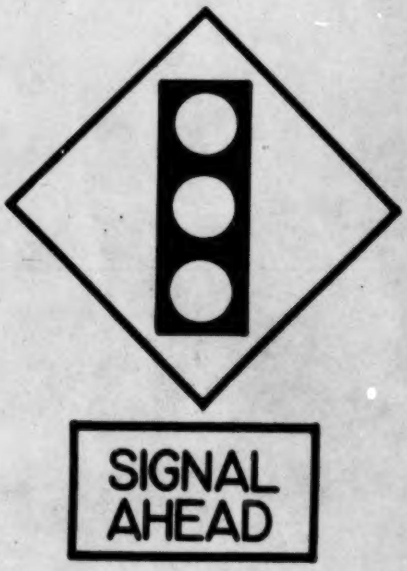
PASSING
ZONE


DIVIDED
HIGHWAY


DIVIDED
HIGHWAY
ENDS


SIGNAL
AHEAD

5 Ways to Spell Long i - /ī/

All the words in the list have the long i sound as in pie. Say the words.

five
my
might
lie
life
fight
die
why
high
kind
I
nine
lion
tiny
tie
try

Put all the words together which have the /ī/ sound spelled the same way.

i - e	i	y	igh	ie

Long o - /ō/

How many long o words can you find on these signs? Long o sounds like the o in "go." Circle the /ō/ words.

NO SMOKING

GO SLOW

DO NOT ENTER

ROAD CLOSED

EXIT ONLY

STEP DOWN

LOADING ZONE

ONE WAY

SLOW TRAFFIC KEEP RIGHT

STEEP GRADE - TRUCKS USE LOW GEAR

4 Ways to Spell Long o - /ō/

All the words in the list have the long o sound as in okay and open. Say the words.

go
hello
road
those

hope
know
bone
grow

show
don't
coat
old

boat
only
rope
slow

Now look at the boxes below. There are 4 ways to spell /ō/. Put each word in the list into the box that shows how its /ō/ sound is spelled.

o	o-e	ow	oa

2 Ways to Spell Long u - /ū/

Say the words in the list. All have the /ū/ sound, as in cute.

mule
new
flew
cube
use
knew
flu
student
prune
June
newspaper
crew

The boxes below show two ways to spell the /ū/ sound. Write the words from the list above into the boxes below which show the letters used to spell the /ū/ sound in each word.

u-e	ew

D4e(1) Mastery Check

Long Vowels

Directions: Circle the words with long vowels.

mud	fire	meat	by
song	get	dish	eight
apple	take	bone	head
made	coat	fix	pay
me	bag	cute	grow

Mastery 16+ (Note: If a word is circled but should not be, that's an error. If one is not circled but should be, that too is an error.)

APPENDIX B

STUDENT OBJECTIVES FOR ALL SKILLS

DECODING

D1a. Visual Readiness

(1) The student will name each letter of the alphabet when presented at random in both lower and upper cases.

(2) The student will write in both lower and upper case each letter of the alphabet when dictated in mixed order.

(3) By correctly matching identical words, the student will demonstrate an understanding of left-to-right order (e.g. (e.g. saw/was...saw). (90%)

(4) The student will demonstrate visual memory for letters by calling the names of a series of letters flashed (e.g., BCXTUR flashed for six seconds) with 80% accuracy, given ten different sets of letters.

(5) By correctly matching identical words from several words, the student will demonstrate an understanding of the importance of detail in words. (80%)

D1b. Auditory Readiness

(1) Given pairs of words orally, the student will indicate if they are alike or different.

(2) The student will blend isolated phonemes into words with 80% accuracy (e.g. /c/ /u/ /p/ into cup).

D2. Sight Words

The student will recognize by saying at sight (1 sec. per word) the 200 Most Frequently Used Words and Partial List of Dolch 220.

D3. Context

Given a sentence in which a word has been omitted, and two words of similar configuration, the student will write the appropriate word in the sentence in three of four examples. Known words should be used.

D4a. Single Consonant Phonemes

(1) Beginning consonants: Upon oral presentation of real or nonsense words, the student will either identify the letter which makes the beginning sound or give another word beginning with the same sound (100%).

D4a Single Consonant Phonemes, Continued

(2) Ending consonants: Upon oral presentation of real or nonsense words, the student will either identify the letter which makes the ending sound or give another word ending with that sound with 100% accuracy.

D4b Variant Consonants

(1) Given pairs of words containing variant sounds of c, g and s, the student will indicate if the underlined letters have the same or different sounds (80%).

(2) Given a list of real and nonsense words containing c, g, and s, the student will pronounce them (80%).

D4c Consonant Digraphs (ch, sh, th, ph, wh)

Given a list of real and nonsense words, the student pronounces the digraph correctly. (80%)

D4d Consonant Patterns

Given a list of real and nonsense words, the student will pronounce them (100% in pronunciation of pattern). Patterns included are bl, cl, fl, gl, pl, sl, br, dr, fr, gr, pr, tr, st, sk, sm, sp, sw, sn, scr, spl, spr, str, thr.

D4e Vowels

(1) and (2) Long and Short Vowels: The student will indicate whether given words have short or long vowel sounds. (80%)

(3) Dipthongs (oy, oi, ow, ou): Given nonsense and real words containing dipthongs, the student will pronounce the dipthongs correctly (80%, 2 sec. per word).

D4f Vowel Patterns

(1) Phoneme-grapheme patterns: Given real or nonsense words, the student will pronounce them correctly. The words will include the following patterns: c-v-c; c-v-c silent e; c-v-v-c; final v. (80%, 4 sec. per word)

(2) Consonant substitution and addition: Given two of the word family matrices, the student will pronounce the words. (80%, 2 sec. per word)

D4g Steps for Decoding One-syllable Words

(1) The student will tell the 5 steps for decoding unknown one-syllable words. This will include:

(a) Read the sentence for context or meaning clues.
(b) Look at and say the beginning sound.
(c) Look at and say the vowel sound.
(d) Look at and say the ending sound.
(e) Reread the sentence to see if the word makes sense.

D5a D5a Plurals and Possessives

Given 10 incomplete sentences, the student will complete them by selecting the correct plural or possessive form from given words. (80%)

D5b Contractions

(1) The student will select the contractions from a list of words. (80%)

(2) The student will match contractions with their non-contracted forms. (80%)

D5c Compound Words

From a list of 10 words, the student will identify 5 of the 7 compound words.

D5d Root Words

The student will identify the root words in familiar contractions, compounds, inflected words and words with affixes. (80%)

D5e Syllabication

(1) Given 10 known words, the student will designate the number of syllables. (80%)

(2) Given 10 known words, the student will divide them into syllables. (70%)

D5f Decoding Words Using Structural Analysis

The student will explain orally what s/he does to decode unknown multisyllabic words. This will include:

(a) Read the sentence for context clues to the word.
(b) Divide the word into syllables.
(c) Sound out each syllable.
(d) Reread the sentence to see if the word makes sense.

COMPREHENSION

C1a Context Clues

The student will indicate apposition, definition, and opposite meaning signals when finding the meaning of given words. (80%)

C1b Affixes

Given an incomplete sentence, a root word, and a choice of affixes, the student will select the form that completes the sentence in 80% of the examples. Affixes to be used: prefixes un, re, dis, im, in, mid; suffixes by, ful, less, ness, y, tion, ward, ment, ous, ern, teen, ship, able, ish.

C1c Synonyms and Antonyms

(1) The student will identify synonyms and antonyms in context. (80%)

(2) The student will indicate for what purpose synonyms and antonyms were used in given sentences. (80%)

C1d Homophones and Homographs

(1) Given sentences with homophones, the student will identify them. (80%)

(2) Given sentences with homographs, the student will identify them. (80%)

C1e Abbreviations

(1) In a selection, the student will identify abbreviations. (80%)

(2) The student will match abbreviations with their meanings. (80%)

(3) The student will write abbreviations for some commonly abbreviated words. (80%)

C2a Comprehending the Main Idea

The student will identify the main idea of 4 out of 5 selections. Selections will include passages with both stated and implied main ideas. (80%)

C2b Recalling Details

Given a narrative selection with questions asking for recall of details following the selections, the student will indicate the correct response to each question from a choice of three answers. (80%)

C2c Making Inferences

Given narrative selections followed by statements, the student will indicate those which can be inferred as true by the contents of the selections. (80%)

C2d Identifying Cause and Effect

(1) Given narrative selections followed by event, before, or after questions, the student will select the correct response (80%).

(2) Given scrambled selections, the student will arrange the events in a logical sequence. (80%)

C2f Drawing Conclusions

Given a selection and several different outcomes, the student will select the correct conclusion in at least 3 of 4 examples.

SURVIVAL SKILLS

S1 Reading Signs/Labels
S2 Reading Schedules
S3 Following Directions
S4 Reading Advertisements
S5 Reading Technical Documents
S6 Completing Forms/Applications

The student will demonstrate competency in the above areas by accurately responding to 4 out of 5 of the questions in each section of the R/EAL Assessment (excluding the Road Map)

S7 Using a Telephone Directory

The student will demonstrate ability to use the telephone directory by answering questions using the Call Guide, General Listings and Yellow Pages (70% accuracy).

STUDY SKILLS

St1 Textbook Strategy

The student will apply the SQ3R or PQRST strategy to a textbook chapter, then explain to a teacher the process used.

St3a Alphabetical Lists

The student will alphabetize lists of words to the third letter (80%)

St3b Using the Dictionary

(1) Given a word and a series of guide words, the student will place the word between the correct guide words. (70%)

(2) Given a word and a dictionary entry for that word, the student will identify a definition of the given word. (70%)

(3) Given a dictionary entry for a word, the student will identify variant spellings for the word. (70%)

(4) Given the dictionary pronunciation for a word, the student will pronounce it. (70%)

St3c Using an Index

(1) The student will indicate s/he knows the purpose of an index and how one is arranged. (100%)

(2) The student will indicate where an index is found in a book. (100%)

(3) Given an index, the student will use it to locate the pages on which to find the information requested. (70%)

St4 Interpreting Graphics

Given graphs and charts, the student will identify information supplied by them.

St5 Reading Maps

(1) Given a map, the student will identify information supplied by the map. Information requested will include use of symbols, scale and directional markings. (70%)

(2) Given a map, the student will identify information supplied by the map. The information requested will related to locations, symbols, the scale and directional markings. (70%)

St6 Using the Library

(1) The student will use the library resources to locate the answers to written questions. To respond, the student will have to use the card catalog, an encyclopedia, a dictionary, biographical sources and the Reader's Guide to Periodical Literature. (80%)

APPENDIX C

PRETESTS

Instructor's Copy

(1) Naming Letters

Directions: Give the student a pink Student's Copy and tell him/her to say as many of the letters as s/he can. Circle each letter missed.

1. a p q r x
2. p b h n s
3. M N W V T
4. D Q Z F E

---

(2) Writing letters

Directions: Have the student write each letter as you say it. Say "lower case or small ____" and "upper case or big ____" as appropriate. Circle each error. Either manuscript or cursive is acceptable.

1. A 2. Y 3. R 4. U

5. B 6. S 7. d 8. m

9. f 10. e 11. g 12. j

Note: If student misses any on (1) or (2), prescribe at this level.

---

(3) Attention to Order

Directions: On his/her copy, have the student find and circle the letter combination on the right which is the same as the underlined one. This should be done quickly.

Note: If the student hesitates in completing this or makes an error, prescribe activities.

Instructor's Copy, Continued

(4) Visual Memory

Directions: On side 2 of the Student's Copy are five lines of letters. Cover them with a piece of paper. Tell the student you will uncover a line of letters (for 6 seconds), cover it, then ask him/her to name the letters in the order s/he saw them. Do this for each of the five lines. Mark errors here.

1. C R M
2. X T P A
3. O S B L N
4. A R O N T
5. L V F D M Y

If more than one line is incorrectly called, prescribe D1a (4) activities.

(5) Attention to Detail

Directions: Have the student circle on his/her copy the word on the right which is the same as the underlined word on the left. This should be done quickly.

Note: If the student is hesitant in completing this or misses more than one, prescribe D1a (5) activities.

D1a Pretest

Student's Copy

(1)

1. a p q r x

2. p b h n s

3. M N W V T

4. D Q Z F E

---

(2)

1.__________ 2.__________ 3.__________ 4.__________

5.__________ 6.__________ 7.__________ 8.__________

9.__________ 10.__________ 11.__________ 12.__________

---

(3)

1. not ton not nto

2. stop pots tops stop

3. tub but tbu tub

4. bat bat tab bap

5. was saw was sam

(4)

1. C R M

2. X T P A

3. O S B L N

4. A R O N T

5. L V F D M Y

(5)

1.	coat	coot	coat	caot
2.	mean	mean	meat	meal
3.	stopped	stopping	stopped	stops
4.	took	look	book	took
5.	ask	asp	ash	ask

Instructor's Copy

(1) Auditory Discrimination

Directions: With the student facing away from you, pronounce two times a pair of words and ask the student to tell you if they are alike or different. Do the same with each pair. Keep your voice even for each word so you do not emphasize the difference. Mark errors.

Note: If student misses more than 2, prescribe D1b(1) activities.

1. rub - rug
2. mad - mad
3. web - wed
4. bought - fought
5. noon - moon
6. sap - sap
7. let - lot
8. pot - pit
9. tan - pan
10. far - far

(2) Blending

Directions: Say each word below by slowly pronouncing each phoneme. The student should be able toblend the sounds and tell you the word, e.g. c/a/t - cat.

1. d/o/g
2. p/i/g
3. s/u/n
4. k/ī/t (kite)
5. c/ā/k (cake)

Note: If student misses 1 or more, prescribe.

D2 Pretest

300 Most Frequently Used Words in Rank Order
compiled by Henry Kucera and W. Nelson Francis

1 the
2 of
3 and
4 to
5 a
6 in
7 that
8 is
9 was
10 he
11 for
12 it
13 with
14 as
15 his
16 on
17 be
18 at
19 by
20 I
21 this
22 had
23 not
24 are
25 but
26 from
27 or
28 have
29 an
30 they
31 which
32 one
33 you
34 were
35 her
36 all
37 she
38 there
39 would
40 their
41 we
42 him
43 been
44 has
45 when
46 who
47 will
48 more
49 no
50 if
51 out
52 so
53 said
54 what
55 up
56 its
57 about
58 into
59 than
60 them
61 can
62 only
63 other
64 new
65 some
66 could
67 time
68 these
69 two
70 may
71 then
72 do
73 first
74 any
75 my
76 now
77 such
78 like
79 our
80 over
81 man
82 me
83 even
84 most
85 made
86 after
87 also
88 did
89 many
90 before
91 must
92 through
93 back
94 years
95 where
96 much
97 your
98 way
99 well
100 down
101 should
102 because
103 each
104 just
105 those
106 people
107 Mr.
108 how
109 too
110 little
111 state
112 good
113 very
114 make
115 world
116 still
117 own
118 see
119 men
120 work
121 long
122 get
123 here
124 between
125 both
126 life
127 being
128 under
129 never
130 day
131 same
132 another
133 know
134 while
135 last
136 might
137 us
138 great
139 old
140 year
141 off
142 come
143 since
144 against
145 go
146 came
147 right
148 used
149 take
150 three
151 states
152 himself
153 few
154 house
155 use
156 during
157 without
158 again
159 place
160 American
161 around
162 however
163 home
164 small
165 found
166 Mrs.
167 thought
168 went
169 say
170 part
171 once
172 general
173 high
174 upon
175 school
176 every
177 don't
178 does
179 got
180 united
181 left
182 number
183 course
184 war
185 until
186 always
187 away
188 something
189 fact
190 though
191 water
192 less
193 public
194 put
195 think
196 almost
197 hand
198 enough
199 far
200 took
201 head
202 yet
203 government
204 system
205 better
206 set
207 told
208 nothing
209 night
210 end
211 why
212 called
213 didn't
214 eyes
215 find
216 going
217 look
218 asked
219 later
220 knew
221 point
222 next
223 program
224 city
225 business
226 give
227 group
228 toward
229 young
230 days
231 let
232 room
233 president
234 side
235 social
236 given
237 present
238 several
239 order
240 national
241 possible
242 rather
243 second
244 face
245 per
246 among
247 form
248 important
249 often
250 things
251 looked
252 early
253 white
254 case
255 John
256 become
257 large
258 big
259 need
260 four
261 within
262 felt
263 along
264 children
265 saw
266 best
267 church
268 ever
269 least
270 power
271 development
272 light
273 thing
274 seemed
275 family
276 interest
277 want
278 members
279 mind
280 country
281 area
282 others
283 done
284 turned
285 although
286 open
287 God
288 service
289 certain
290 kind
291 problem
292 began
293 different
294 door
295 thus
296 help
297 sense
298 means
299 whole
300 matter

Date began ____________________

Number of words known ___________

Number of words to learn _________

Date mastered ________________

Directions: Circle one word under each line to finish each sentence.

1. My home is on the ________________ side of town.
   south - should

2. We have a ________________ way to get home.
   like - long

3. When will I ________________ supper today?
   come - cook

4. The man gave the old woman his ________________ so she would not have to stand up.
   seat - coat

5. We need a ________________ around the house for the children to
   pot - pet
   play with. I like cats; why don't we get a cat?

6. The boss needs those ________________, so run!
   now - later

7. If you are the ________________ to get there, you will win.
   fast - first

8. Mrs. Sams has been out of ________________ for some time now, so
   work - world
   she needs some money.

Instructor's Copy

(1) Directions: With the student facing you, have him/her tell you what letter makes the sound heard at the beginning of each of these words or tell you another word with the same beginning sound. Some of the words are nonesense words. Pronounce each word twice.

job *kook rag dit tap

gug lid vim fan tan

sem yed wax hip vit

zab nog bomb mod

*accept k or c

---

(2) Directions: Have the student tell you the letter heard at the end of each real or nonesense word, or give a word which ends in the same sound. Pronounce each word twice.

miss buzz tell dot

lan mag ham nab

fad puff *mack cōve

drop dep har

*accept k or c

Note: If student misses any, repeat those again. If the response is still incorrect, prescribe work on those phonemes.

(1) Directions: For Part 1, the student will mark on this paper, but for Part 2, give her/him the student's copy and you mark on this paper. Have the student circle SAME or NOT THE SAME to tell if the underlined letters in each pair sound alike or different.

For example: Have the student say "sit" and "nose". Point out that the s in sit does not have the same sound as the s in nose. NOT THE SAME should be circled for this example.

	sit	nose	SAME	[✓ NOT THE SAME]

1.	goat	cage	SAME	NOT THE SAME
2.	get	giant	SAME	NOT THE SAME
3.	gate	go	SAME	NOT THE SAME
4.	call	cab	SAME	NOT THE SAME
5.	city	car	SAME	NOT THE SAME
6.	cut	can	SAME	NOT THE SAME
7.	cent	corn	SAME	NOT THE SAME
8.	his	was	SAME	NOT THE SAME
9.	is	days	SAME	NOT THE SAME
10.	lips	sun	SAME	NOT THE SAME

Mastery 8+

---

(2) Directions: Instructor is to mark student's responses on this copy. Give student the Student's Copy, and have him/her say each word as quickly as possible. The response is correct if the c, g, or s is correctly pronounced.

1. cad
2. bice
3. cor
4. nig
5. bage
6. gape
7. fose
8. bips
9. sud
10. fays

Student's Copy

Part 2. Say each "word" in this list as quickly as possible. The instructor will listen as you pronounce the letters.

1. cad
2. bice
3. cor
4. nig
5. bage
6. gope
7. fose
8. bips
9. sud
10. fays

Directions: Give the student the Student's Copy, and have him/her say the words, indicating that some may be nonesense words. To be correct, only the digraph needs to be pronounced correctly.

If more than two are missed, prescribe work on those particular digraphs.

1. she
2. chip
3. phone
4. why
5. thin
6. natch
7. shad
8. phar
9. whis
10. chan
11. phil
12. math
13. then
14. ched
15. pish

Student's Copy

1. she
2. chip
3. phone
4. why
5. thin
6. natch
7. shad
8. phar
9. whis
10. chan
11. phil
12. math
13. then
14. ched
15. pish

D4d Pretest

Directions: Give the student the Student's Copy, telling him/her to pronounce the words, most of which are nonsense words. Say that you are most interested in hearing how s/he pronounces the underlined parts. Give credit if the underlined consonant patterns are correctly pronounced.

1. blit
2. clit
3. flit
4. glit
5. plit
6. slit
7. brit
8. drit
9. frit
10. grit
11. prit
12. trit
13. stit
14. skit
15. smit
16. spit
17. swit
18. snit
19. scrit
20. split
21. sprit
22. strit
23. thrit
24. knit
25. tink
26. ting

Prescribe work on the patterns missed.

Student's Copy

1. blit
2. clit
3. flit
4. glit
5. plit
6. slit
7. brit
8. drit
9. frit
10. grit
11. prit
12. trit
13. stit
14. skit
15. smit
16. spit
17. swit
18. snit
19. scrit
20. split
21. sprit
22. strit
23. thrit
24. knit
25. tink
26. ting

D4e (1) & (2) Pretest

Vowels

Directions: Put these words in the correct boxes, according to whether the vowel sound is long or short.

am
cute
sleep
frog
my
night
coat
help
fun
ate
mad
meat
fish
cost
use
say
eight
head
know
mule

Long Vowels	Short Vowels

Mastery: 16+

Instructor's Copy

Directions: Have the student pronounce the real and nonsense words on the Student's Copy, while you mark on this copy. The dipthong must be pronounced correctly in 2 seconds or less.

1. goil
2. hoy
3. boint
4. loy
5. moist
6. tound
7. kowl
8. count
9. plow*
10. zout
11. scowl
12. fowl

*Note: If this is not a word the student knows by sight, s/he may pronounce it as plō to rhyme with grow. Do not count it as an error, but note how s/he did on #7, 11 and 12.

Mastery: 10+

Student's Copy

1. goil
2. hoy
3. boint
4. loy
5. moist
6. tound
7. knowl
8. count
9. plow
10. zout
11. scowl
12. fowl

Instructor's Copy

Directions: Have the student read the nonsense words on the Student's Copy, going across the page. Mark on this copy.

	c-v-c	c-v-c-silent e	final v	c-v-v-c
1.	rab	fane	ni	poat
2.	pug	pide	re	deet
3.	rep	pune	dy	seak

Mastery: 10+

Student's Copy

Directions: Read these sets of nonsense words, going across the page. The instructor will listen as you say them.

1. rab fane ni poat

2. pug pide re deet

3. rep pune dy seak

Instructor's Copy

Directions: Ask the student to tell what s/he does when there's an unknown word in something s/he is reading. Each of the following steps should be mentioned:

1. Read the sentence or the words around the strange word for context or meaning clues.

*2. Look at and say the beginning sound.

*3. Look at and say the vowel sound.

*4. Look at and say the ending sound.

5. Read the sentence to see if the word makes sense.

*The student may combine these by indicating s/he figures out each sound in the word. This is acceptable also.

Plurals and Possessives

Directions: Circle the correct answer for each blank.

A. My __________ live in Bellingham.

friends
friends'
friend's

B. His __________ car has four new __________.

cousin
cousins
cousin's

tire
tires
tire's

C. Where is the __________ restroom?

woman
women
women's

D. Last year, nine __________ of snow fell three __________ before Easter.

inch
inches
inches'

day
days
days'

Mastery: 3+

Contractions

(1) Directions: Circle the contractions in the following sentences.

1. We can't sing this song.
2. The children's toys are on sale now.
3. It's time for the bus to come.
4. Frank's car ran out of cas on the way home.
5. They're going to move after the first of the month, I'm sad to say.

Mastery: 4+

(2) Directions: Match each contraction with its meaning. Put the correct letter in the space in front of each contraction.

______can't	A. there is
______aren't	B. we will
______weren't	C. are not
______it's	D. have not
______he's	E. could not
______we'll	F. he is
______I'm	G. it is
______couldn't	H. I am
______haven't	I. were not
______there's	J. cannot

Mastery:

Compound Words

Directions: Circle the compound words in this list.

bluebird

football

understand

carport

catcher

weekend

horseback

directions

postcard

sunrise

Mastery: 5+ (i.e. 5 of the 7 compound words in the list must be circled)

Directions: Circle the root word for each of these words.

1. taxes
2. planned
3. shouldn't
4. preacher
5. hardest
6. direction
7. rewind
8. grandmother
9. children
10. wanting

Mastery: 8+

Syllabication

1. Directions: How many syllables do you hear in each word? Write the number on the line.

______husband

______adventure

______awake

______run

______comfortable

Mastery: 4+

2. Directions: Divide each word into syllables, using hyphens (-).

breakfast________________________

adventure________________________

unhappy ________________________

middle________________________

channel________________________

Mastery: 4+

Instructor's Copy

Directions: Ask the student how s/he figures out an unknown word which has more than one syllable when s/he is reading.

The following steps should be included:

1. Read the sentence for a clue to the word (context)
2. Divide the word into syllables.
3. Sound out each syllable.
4. Reread to see if the word makes sense in the sentence.

Using Context Clues to Find Meaning

Directions: In each of the following sentences, there is an underlined word. There are clues in the sentence to the meaning of the word. Underline the meaning (or in some cases, the opposite meaning) of the word, and circle the signals or clues you used to find the meaning.

1. No more than one-fourth of your income should be spent for housing --rent plus the costs for heat, lights, water and garbage collection.

2. The agreement between a tenant, who is the person renting a house, and the landlord is called a lease.

3. Sharon loves playing racquetball; however, Carmen despises it.

4. Mr. Jobe will not stand any buffoons (fools or clowns) in his automotive repair class.

5. Even though I was determined to begin my assignment right away so it would be finished on time, I procrastinated and it was late.

Mastery: 4+

Directions: From the list of affixes given below, choose a prefix or suffix to add to the root word under each blank space to make a word which completes the sentence. Write the new word in the space.

Prefixes	Suffixes	
in-	-ly	-ment
im-	-ful	-ous
un-	-less	-ern
re-	-ness	-teen
dis-	-y	-ship
mid-	-tion	-able
	-ward	-ish

1. News for You is a ________________ paper.
week

2. Read the label to see if that sweater is ________________ because if
wash
it isn't, I'd rather not buy it.

3. Every spring my father helps my mother clean the house thoroughly and
________________ the living room furniture.
arrange

4. Carlos is so ________________ when he has to wait for someone that
patient
he usually ends up stomping out yelling, "Move it or I'm leaving without you!"

5. During a storm with lightning and thunder, it's advisable to
________________ your television.
connect

6. My friend has such a ________________ face that he is always asked
child
to show his I.D.

7. I couldn't understand what I read the first time, so I had to
________________ it.
read

8. The boss said that if I get by GED I will have a chance for a ________________
promote

9. Some people say they don't vote because they feel ________________
to make changes in the government.

10. When you are ill and ________________ to go to work, do you call your boss?
able

Mastery: 8+

Synonyms and Antonyms

Directions: In each exercise there is an underlined word. Find and underline a synonym for it.

1. Pete and Walt both like racing. In fact, they are so fond of it that they spent all their savings on a race car.
2. The State Patrol requires chains on the pass because the roads are hazardous, so treacherous that they even recommend postponing unnecessary travel.
3. I had a delicious, simply scrumptious piece of banana cream pie in the cafeteria today.

Directions: Circle the word(s) which are antonyms to the underlined words.

4. Chris was anything but calm; she was frantic.
5. Study hard and you will succeed, not fail, at getting your G.E.D.

Mastery: 4+

(more)...

Directions: Write A, B, C, or D on the line in front of each numeral to indicate why the author used the underlined synonym(s) or antonym(s).

A - to add interest and avoid repeating words
B - for emphasis, to stress a point
C - to further explain
D - as an analogy, a comparison
E - to explain through contrast

_____1. I disagree. That story has to be fiction, not fact.

_____2. Home from a strenuous day in the fields, they talked about how hard they had to work for such a small amount of money. The mwn and women were becoming angry about the exhausting hours of labor with such poor pay.

_____3. You can imagine how angry I was when I heard the children teasing my daughter about her new glasses. I was just furious.

_____4. After being stuck for several hours in a snowstorm, Maria's car was freezing; it was an icebox.

_____5. A very upset man entered the Employment Security Office. He waved his arms and yelled at the man at the desk, "I can't handle the job you told me to take. You knew I had a bad back and can't strain it. Why did you send me to that warehouse for a job which makes me lift feed sacks? I could have sprained my back the first day! The doctor says I'm not to exert myself physically unless I want to end up flat on my back!"

Mastery 4+

Homophones

Directions: Draw a line under the words which sound the same but are spelled differently.

1. Be careful, there's a bee in that flower!
2. Does she know that we have no money left?
3. Our paperboy threw the paper through the stormdoor window and broke it.
4. Last week, I read that book over there--the one with the red cover.
5. She has a sore heel from the race, but the coach thinks it will soon heal.

Mastery: 4+

Homographs

Directions: Draw a line under the words which are spelled the same but which are pronounced differently.

1. The nurse gently wound the bandage around the bloody wound on her finger.
2. Our lives seem to be moving in different directions now that he lives in a different city.
3. Please ask the person close to the door to close it.
4. Do you have any use for this old table? If not, I will use it in my workshop.
5. Tom's excuse for wanting to leave class early must have sounded like a fake because the teacher didn't excuse him.

Mastery: 4+

Abbreviations

(1) Directions: Circle the abbreviations in these sentences.

1. Buy 25 lbs. of potatoes, 2 doz. eggs, a gal. of ice cream and a pt. of juice.
2. The P.O. closes at 5:00 p.m.
3. Dec., Jan. and Feb. are winter months, but some years Nov. also seems like a winter month.

Mastery: 8+

(2) Directions: Match the abbreviations on the left with their meanings on the right. Write the letter of the meaning into the space by the abbreviation.

_____ Co.
_____ lb.
_____ U.S.
_____ N.
_____ Apt.
_____ Thurs.
_____ gal.
_____ Dr.
_____ Wash.
_____ yd.

A. pound
B. north
C. Thursday
D. yard
E. company
F. Washington
G. doctor
H. gallon
I. apartment
J. United States

Mastery: 8+

over...

(3) Directions: Beside each word, write its abbreviation.

1. Mister____________________
2. Saturday____________________
3. Social Security________________
4. south____________________
5. street____________________
6. miles per hour________________
7. ounces____________________
8. number____________________
9. avenue____________________
10. November____________________

Mastery: 8+

To determine a student's skill at getting the main idea, recalling details and making inferences have him/her do one of the following:

1. Reading Efficiency Check

   ○ = main idea question

   △ = inference "

   no mark = detail "

2. Pictures to Passages Reading Skills Preview

   p. 2-11, first 3 exercises

   Have the student use the green answer sheet (Rdg. Drawer under worksheets).

3. Essential Skills

   Have the student complete three selections. Note his/her responses on questions 2, 3 and 4.

4. Voices from the Bottom

   Have the student complete three selections. Note her/his responses on questions marked (a), (e) and (h).

5. McGraw Hill GED Reading Pretest p.19

Cause and Effect

Directions: In the following selections, causes are given for certain effects. Watch for these, then select the best answer to each question by circling the letter in front of it.

Budget Watchers Dig Gardens

Though April showers bring May flowers, this spring many gardeners are more interested in cauliflowers. To combat rising food costs, half the families in the United States tend vegetable gardens.

People whose apartments have balconies set containers out of doors. Glassed-in families work with window pots and boxes of parsley, cherry tomatoes, and even midget eggplants.

Though it got a boost from today's inflation, home planting is a time-honored practice. In 1918, citizens staked out "Liberty Gardens." During World War II, Americans dug "Victory Gardens." The nane "Inflation Gardens" may stick to the current fight to overcome a combination of shortages and high prices.

For whatever reasons gardeners shovel and hoe and sow, they often discover fun, profit, and good food in their own backyards.

(From *National Geographic School Bulletin*, No. 29, p. 463.

1. According to the selection, why are half the families in the U.S. now planting vegetable gardens?
    - a. because their parents did it during World War II.
    - b. because inflation has increased the cost of food.
    - c. because they think homegrown food is more nutritious.

(more)...

Raymond was trying to fill his motorbike with gasoline when he was distracted by the shouts of two of his buddies coming up the driveway toward him. As usual, they were "messing around" and Jim was puffing a cigarette. Suddenly, Raymond realized that the gas tank had overflowed. He set the can down and frantically tried to wipe up the gas.

As the fellows approached, they began a playful boxing match. As Jim put up his arm to defend himself, his cigarette flew from his hand and landed by the motorbike. In a flash there was an explosion, flames broke out and although Raymond jumped back, his pants caught on fire.

2. Why did the gastank overflow?

   a. because Raymond's arm bumped the handlebars as he was pouring.

   b. because Raymond was pouring too fast.

   c. because Raymond was distracted by his friends.

3. In this story about Raymond's gasoline fire, underline the words or sentences which tell the cause and circle those which define the effect.

Sequence of Events

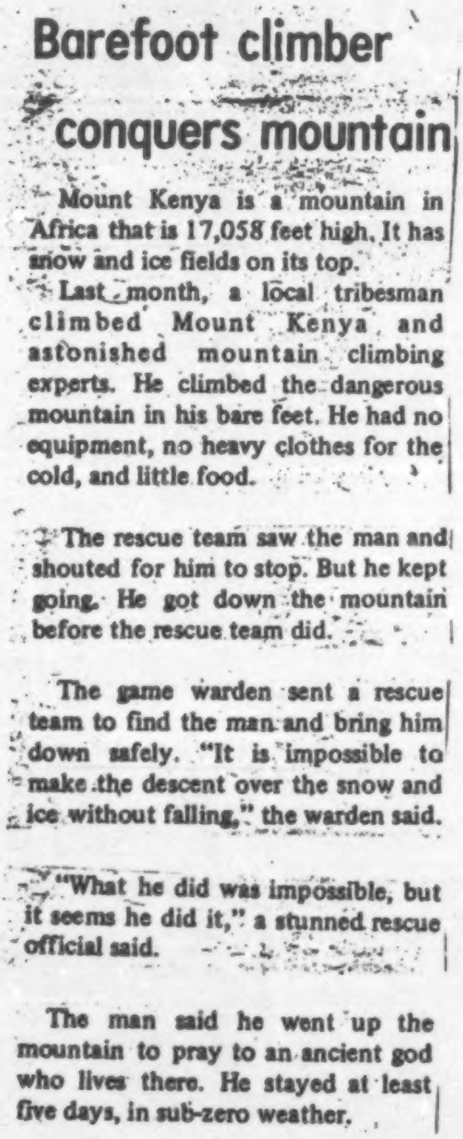
To the instructor: Fill in the blank for the proper level to be used by the student.

(1) Directions to the student: Get Book _______ of Barnell-Loft's *Detecting the Sequence*. Do Units 1, 2 and 3. Write the answers in the spaces here.

Unit 1	Unit 2	Unit 3
1.________	1.________	1.________
2.________	2.________	2.________
3.________	3.________	3.________

(more) ...

(2) Directions to the Student: Below is a news article which has the last four paragraphs scrambled. Number the scrambled paragraphs to show the proper sequence. Put a 3 in front of the paragraph which should be third and a 6 in front of the last paragraph.



Barefoot climber conquers mountain

1 Mount Kenya is a mountain in Africa that is 17,058 feet high. It has snow and ice fields on its top.

2 Last month, a local tribesman climbed Mount Kenya and astonished mountain climbing experts. He climbed the dangerous mountain in his bare feet. He had no equipment, no heavy clothes for the cold, and little food.

The rescue team saw the man and shouted for him to stop. But he kept going. He got down the mountain before the rescue team did.

The game warden sent a rescue team to find the man and bring him down safely. "It is impossible to make the descent over the snow and ice without falling," the warden said.

"What he did was impossible, but it seems he did it," a stunned rescue official said.

The man said he went up the mountain to pray to an ancient god who lives there. He stayed at least five days, in sub-zero weather.

(From: News for You, Edition B, Sept. 19, 1979)

Mastery - 8+ (Count the sequence for (2) as one item making a total of 10)

Drawing Conclusions

Directions: Following each selection is a conclusion which can be drawn from it. Circle the phrase which best completes the unfinished conclusion (there are three selections).

In 1881 Congress passed the Homestead Act, giving 160 acres of land to anyone who would live on it, plow it and plant crops. Homesteaders plowed the sod, destroying more of the grasslands, and planted wheat and other grains.

These new crops grew well in many places, but sometimes there was not enough water for grain. The sod that had soaked up rain like a sponge and had held the water was now gone. Topsoil washed away in gullies, and blew away with the prairie winds.

Finally, people understood the importance of the grassland. They knew that they must do something to stop the destruction of it. During the past fifty years, a science called "range management" has helped save and improve natural pastures.

Excellent natural grasslands are increasing in the United States. Many plowed fields have returned to grass. Grass is the best crop for restoring land that has been worn out by other crops or by overgrazing.

1. The grasslands:
    a. were wastelands
    b. supported very little life
    c. held the soil together
    d. are dry and hot

(Excerpt from Walter Pauk's *Essential Skills*, Jamestown Publishers, Providence, R.I., 1976, Book 7, pp. 54-55).

At one time or another, most people suffer from hiccups. Few people realize that hiccups can be caused by different things. A hiccup, for example, can be caused by a full stomach or by tumors in the stomach. Or, it can be brought on by drinking something hot or cold too quickly.

A hiccup is really the reverse of coughing. The diaphragm contracts and pulls air across the vocal cords. From there the air rushes suddenly into the lungs. This makes the "hic-uhp" sound.

Sometimes hiccups are so violent and long-lasting that medical help is necessary. In most cases, however, they wear out quickly with no side effects.

1. According to the story, hiccups should occur most often:
    a. during moments of crisis
    b. during meals
    c. in times of excitement
    d. in times of sadness

2. Hiccups can be a signal that
    a. the lungs are overworked
    b. the diaphragm is weak
    c. the vocal cords are strained
    d. the stomach is irritated

please turn over; the third selection
is on the back of this page...

Protesters Fight at Seabrook

More than 2,500 anti-nuclear protesters met at the building site of two nuclear plants at Seabrook, New Hampshire. They wanted to take over the site to slow or stop building.

But none were able to get onto the site. Even when they made holes in the 10-foot fence, they were stopped from going through by 500 state police and national guard troops.

The police used tear gas, Mace, and water hoses to ward off attacks by the protesters. Police made only 19 arrests. They also did not try to interfere with camps set up by protesters on a march owned, like the nuclear site, by the Public Service Company of New Hampshire.

1. It can be concluded that:
    - a. the demonstrators were weak
    - b. the police didn't want violence to erupt
    - c. the demonstrators will try again

(From *News for You,* Edition B, October 17, 1979, p. 1B)

Mastery: 3+

Administer R/EAL Assessment (Form A)* The student must score 80% on the overall assessment _and_ answer correctly 4 out of 5 questions in each section. In other words, s/he cannot pass simply by scoring 80% if s/he misses _more than one item_ in any one section.

Prescribe activities on the skills as indicated by assessment.

---

*R/EAL is a survival skill assessment available on cassette. It can be ordered from Westwood Press, 76 Madison Avenue, New York NY 10016, for about $8.00.

S1-S6 Pretest

Date________________________

Name:____________________

R/EAL ANSWER SHEET

Form A

(1) Movie Ad (S4)

1.____________________

2.____________________

(2) and (3) Road Signs (S1)

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

(4) and (5) TV Schedule (S2)

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

(6) and (7) Cheese Pizza (S3 Directions)

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

R/EAL Answer Sheet

Form A

(8) and (9) Narcotic Drugs (Narrative)

1.________________________________

2.________________________________

3.________________________________

4.________________________________

5.________________________________

(10) and (11) Food Ad (S4)

1.________________________________

2.________________________________

3.________________________________

4.________________________________

5.________________________________

(12) and (13) Lease (S5 Legal Agreement)

1.________________________________

2.________________________________

3.________________________________

4.________________________________

5.________________________________

(14) and (15) Road Map

1.________________________________

2.________________________________

3.________________________________

4.________________________________

5.________________________________

R/EAL Answer Sheet

Form A

(16) and (17) Want Ad (S4)

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

(18) Job Application (S6)

JOB APPLICATION

FULL NAME ____________ AGE ______ DATE OF BIRTH ____________ S.S. ____________

Laws Against Discrimination Prohibit Discrimination On Account Of Age.

ADDRESS ____________ CITY & STATE ____________ ZIP CODE ______ TEL. ______

HOW LONG HAVE YOU LIVED AT THE ABOVE ADDRESS? ____________ HOW LONG HAVE YOU LIVED IN THIS CITY? ____________

FATHER'S FULL NAME ____________ WHERE EMPLOYED ____________

MOTHER'S FULL NAME ____________ WHERE EMPLOYED ____________

HAVE YOU PROOF OF AGE? ________ IS ANYONE DEPENDENT ON YOU FOR SUPPORT? ________ WHO? ________

IF MARRIED, HUSBAND'S OR WIFE'S NAME ____________

WHERE EMPLOYED? ____________

NO. CHILDREN ______ AGES ____________

MARK "X" IN SQUARE THAT FITS YOUR CASE

☐ SINGLE	☐ LIVING W/PARENTS
☐ MARRIED	☐ HOUSEKEEPING
☐ WIDOWED	☐ LIVING W/RELATIVES
☐ SEPARATED	☐ BOARDING
☐ DIVORCED	☐ ROOMING

HAVE YOU A RELATIVE NOW EMPLOYED

IF SO, GIVE NAME AND RELATION ____________

WHERE EMPLOYED? ____________

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	COURSE PURSUED	DATE LEFT	DID YOU GRADUATE?
HIGH SCHOOL					
COLLEGE					

* POSITION APPLIED FOR ____________ FULL TIME ______ PART TIME ______ SAT. ONLY ______ **TEMPORARY ______

** IF TEMPORARY POSITION, PLEASE INDICATE. SIGNATURE OF APPLICANT ____________

USING A TELEPHONE DIRECTORY

Directions: Use a local telephone directory to answer these questions:

1. What is the address of the first Safeway store listed in the book?

2. What is the phone number of Goodwill Industries?

3. If M. Mouse had a phone number, give the guide words on the page where the number would be listed.

4. You have just seen an accident in front of your house and need to call the police. What number will you call?

5. You want the new phone number of your friend who has just moved What number would you call for assistance in getting the number?

6. You want to call your cousin in Portland, Oregon. Her number is 765-4321. To dial directly, what number would you dial?

7. You need insurance for your car. Where would you look in the telephone book?

8. If you want to find a listing of all the places to buy a used car, under what heading would you find it?

9. What is the Zip Code for Richland, Washington?

Keep going; there's more on the back....

In what part of the phone directory would you find the following information? Put A, B, or C in each blank.

A - Call Guide / Introductory Pages

B - General Listing / White Pages

C - Yellow Pages

__________10. The names of used furniture stores

__________11. The Telephone repair service

__________12. How to place a collect call

__________13. Carla Cantu's number

__________14. The auto repair shops in town

__________15. The address of Rosemary Gray

Mastery 11+

DIRECTIONS TO THE INSTRUCTOR: Have the student describe the procedure s/he follows in reading a textbook assignment.

The response should include a description of one of the following textbook strategies: SQ3R or PQRST. Each step should be described with the following points being made:

1. **SURVEY/PREVIEW:** Do an overview of the chapter, set a purpose for reading; read title, subheads, summary; divide into sections if too long for one session.
2. **QUESTION:** write down 4 or 5 questions you want to be answered.
3. **READ:** Look for answers to your questions; relate what you're reading to something you already know or have read.
4. **RECITE/SUMMARIZE:** Think about main ideas without looking at the book; write answers to your questions; write or say orally a summary.
5. **REVIEW/TEST:** Review the summary, what the chapter said; test yourself 1 day later, 1 week later, before a test as well as immediately after reading or summarizing.

Directions to the Instructor:

A pretest *per se* is not indicated for this skill; however, the learner needs to determine present reading rate and learn that rate should vary depending on (1) the type of material being read and (2) the purpose s/he has for reading it. To accomplish this, assign the worksheets sequentially. Worksheets 1 and 2 require conferencing with the student.

PUTTING WORDS INTO ALPHABETICAL ORDER

Directions: Below is a list of words which are often found on applications. Put them into alphabetical order.

divorced
employer
business
disability
employment
applied
birthplace
employed
application
dependents

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Mastery: 100% correct

USING THE DICTIONARY

Part 1

Directions: Below are two pairs of guide words which could be found on dictionary pages, and under each pair is a list of words. If the guide words were at the top of a dictionary page, decide which words in the list could be found on that page, and circle them.

1. true - trust	2. charged - check
truck	cheat
truly	church
tree	charcoal
trunk	chassis
trust	cheetah
trick	chess

Part 2

Directions: Below is a dictionary entry for the word homestead. Underline the definition(s) of the word.

^{1}home·stead / 'hōm-sted, -stəd / n 1a: the home and adjoining land occupied by a family b: an ancestral home c: house 2: a tract of land acquired from U.S. public lands by filing a record and living on and cultivating the tract

Part 3

Directions: Use the dictionary entries below for the words travel, manage and apply to answer the questions and fill in the blanks.

ap·ply / ə-'plī / vb ap·plied; ap·plying 1a: to put to use esp. for some practical purpose b: to bring into action 3: to make an appeal or request in the form of a written application.

man·age / 'man-ij / vb man·aged; man·ag·ing vt 1: to handle or direct with a degree of skill....

trav·el / 'trav-el / vb -eled or -elled; -el·ing or -el·ling 1a: to go on or as if on a trip or tour: journey....

1. Mr. Gates said I should have ________________ for the job sooner because he has already asked someone else to begin work next week.

2. Our neighbor has ________________ the 7-11 Market for 15 years and hadn't had a robbery until recently.

3. If you add -ing to the word travel, how would it be spelled? Circle one:

travelling traveling either is correct neither is correct

Part 4

Directions: In this section you will find five dictionary pronunciations Use the pronunciation key on page 3 to help you figure out each word, then pronounce the words for an instructor.

1. /'kam-ē-ō/
2. /'ej-ə-kāt/
3. /'thā/
4. /ə-'point-ment/
5. /'raủz/

Pronunciation Symbols

ə — banana, collide, abut

ˈə, ˌə — humdrum, abut

ᵊ — immediately preceding \l\, \n\, \m\, \ŋ\, as in battle, mitten, eaten, and sometimes cap and bells \-ᵊm-\, lock and key \-ᵊŋ-\; immediately following \l\, \m\, \r\, as often in French table, prisme, titre

ər — operation, further, urger

ˈər- / ˈə-r — as in two different pronunciations of hurry \ˈhər-ē, ˈhə-rē\

a — mat, map, mad, gag, snap, patch

ā — day, fade, date, aorta, drape, cape

ä — bother, cot, and, with most American speakers, father, cart

à — father as pronounced by speakers who do not rhyme it with bother

au̇ — now, loud, out

b — baby, rib

ch — chin, nature \ˈnā-chər\ (actually, this sound is \t\ + \sh\)

d — did, adder

e — bet, bed, peck

ˈē, ˌē — beat, nosebleed, evenly, easy

ē — easy, mealy

f — fifty, cuff

g — go, big, gift

h — hat, ahead

hw — whale as pronounced by those who do not have the same pronunciation for both *whale* and *wail*

i — tip, banish, active

ī — site, side, buy, tripe (actually, this sound is \ä\ + \i\, or \à\ + \i\)

j — job, gem, edge, join, judge (actually, this sound is \d\ + \zh\)

k — kin, cook, ache

k̲ — German ich, Buch

l — lily, pool

m — murmur, dim, nymph

n — no, own

ⁿ — indicates that a preceding vowel or diphthong is pronounced with the nasal passages open, as in French *un bon vin blanc* \œⁿ-bōⁿ-vaⁿ-bläⁿ\

ŋ — sing \ˈsiŋ\, singer \ˈsiŋ-ər\, finger \ˈfiŋ-gər\, ink \ˈiŋk\

ō — bone, know, beau

ȯ — saw, all, gnaw

œ — French boeuf, German Hölle

œ̄ — French feu, German Höhle

ȯi — coin, destroy, sawing

p — pepper, lip

r — red, car, rarity

s — source, less

sh — with nothing between, as in shy, mission, machine, special (actually, this is a single sound, not two); with a hyphen between, two sounds as in death's-head \ˈdeths-ˌhed\

t — tie, attack

th — with nothing between, as in thin, ether (actually, this is a single sound, not two); with a hyphen between, two sounds as in knighthood \ˈnīt-ˌhu̇d\

t͟h — then, either, this (actually, this is a single sound, not two)

ü — rule, youth, union \ˈyün-yən\, few \ˈfyü\

u̇ — pull, wood, book, curable \ˈkyu̇r-ə-bəl\

ue — German füllen, hübsch

ue̅ — French rue, German fühlen

v — vivid, give

w — we, away; in some words having final \(ˌ)ō\ a variant \ə-w\ occurs before vowels, as in \ˈfäl-ə-wiŋ\, covered by the variant \ə(-w)\ at the entry word

y — yard, young, cue \ˈkyü\, union \ˈyün-yən\

ʸ — indicates that during the articulation of the sound represented by the preceding character the front of the tongue has substantially the position it has for the articulation of the first sound of *yard*, as in French *digne* \dēnʸ\

yü — youth, union, cue, few, mute

yu̇ — curable, fury

z — zone, raise

zh — with nothing between, as in vision, azure \ˈazh-ər\ (actually, this is a single sound, not two); with a hyphen between, two sounds as in gazehound \ˈgāz-ˌhau̇nd\

\ — slant line used in pairs to mark the beginning and end of a transcription: \ˈpen\

ˈ — mark preceding a syllable with primary (strongest) stress: \ˈpen-mən-ˌship\

ˌ — mark preceding a syllable with secondary (next-strongest) stress: \ˈpen-mən-ˌship\

\- — mark of syllable division

( ) — indicate that what is symbolized between is present in some utterances but not in others: *factory* \ˈfak-t(ə-)rē\

The system of indicating pronunciation is used by permission. From Webster's New Collegiate Dictionary © 1980 by G. & C. Merriam Co., Publishers of the Merriam-Webster Dictionaries.

USING AN INDEX

(1) and (2) Directions to the instructor:

1. Ask the student to tell you the purpose of an index.
2. Ask the student how an index is arranged.
3. Give the student a book with an index and have her/him show you where the index is.

(3) Directions to the student: Read the sentences below. Then look at the index on page 2 to find the answers. Write your answers in the blank spaces.

1. There are ____________________ subtopics under the topic, Fishing.
2. You would find out about Coos Indians on page __________.
3. To find out about the settlement of black people you would look under what topic?
   ____
   Then you would look under the subtopic ____________________
4. Would you find information on atomic energy in this book? __________
   If so, on what page(s)? ____________________

Mastery: on (1) and (2): 100% correct

on (3): 3 or 4 answers correct

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From: Rendezvous in the Pacific Northwest by Ronald O. Smith and Lynda Falkenstein. C. 1974. Printed by permission.

READING GRAPHS AND CHARTS

Twenty-five years ago, the Supreme Court made its important ruling in a school integration case. The Court said that separate schools for blacks and whites are illegal.

Since that time, blacks have moved into many areas once closed to them. The civil rights movement helped to get new laws that outlaw discrimination in jobs and housing. Compared to 1954, many more blacks vote and are elected to offices.

The graphs and charts on the next page show some of the changes among blacks over the past 20 to 30 years. Use the facts in them to answer the questions below.

1. In what region of the country do most blacks live?

2. In what region is the share of blacks getting smaller?

3. What share of blacks finished high school in 1960? ________________________

   In 1978? ________________________

4. In 1978, how many black families were led by a husband and wife both?

   ____

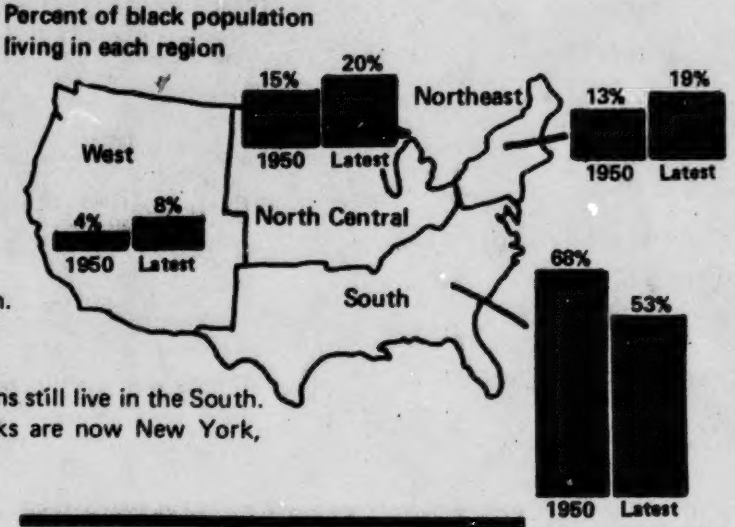
5. In 1978, what share of blacks were household workers?

6. In what field did blacks make the biggest gains between 1958 and 1978?

Mastery: 5+

Adapted from: News for You Instructor's Aid, Vol. 6, No. 36. New Readers Press.

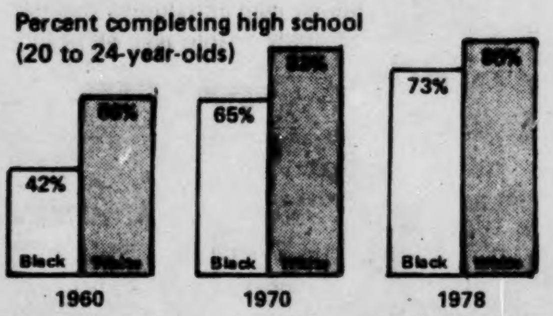
The Move from South to North


Percent of black population
living in each region
West
4%
8%
1950
Latest
15%
20%
1950
Latest
North Central
Northeast
13%
19%
1950
Latest
South
68%
53%
1950
Latest

Today, blacks make up almost 12 percent of the U.S. population.

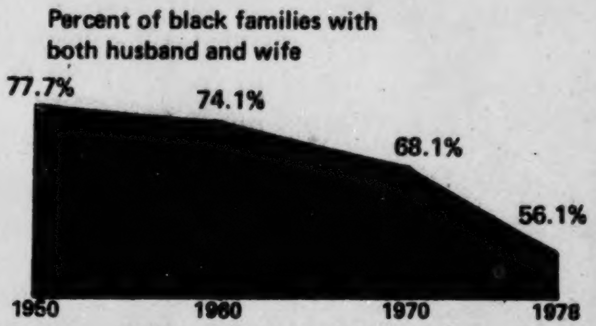
More than half of all black Americans still live in the South. But the states with the most blacks are now New York, California, and Illinois.

Education: Closing the Gap



This same trend is occurring at the college level, too.

More One-Parent Families



By contrast, 86 percent of white families in 1978 included both husbands and wives.

Jobs: Big Gains in Some Fields

Where blacks work	1958	1978
Professional, technical	4.1%	11.7%
Managers, administrators	2.4%	4.8%
Sales	1.2%	2.8%
Clerical	6.1%	16.9%
Skilled trades	5.9%	8.8%
Operatives, including vehicles	20.1%	20.5%
Laborers (nonfarm)	14.7%	7.9%
Household workers	15.3%	3.6%
Other service jobs	17.7%	20.5%
Farm managers	3.7%	0.5%
Farm laborers	8.8%	2.0%

Thus, the proportion of black workers in white-collar jobs has almost tripled in the last 20 years from 13.8 to 36.2 percent. By comparison, 52 percent of white workers hold such jobs.

Source: U.S. Depts. of Commerce and Labor

Reading Maps

Directions: Use the map of Walla Walla on page 2 to answer the following questions.

1. Where is the scale indicator on the map? Circle it.

2. To go from Pioneer Park to Veterans' Memorial Park, you would be going:

    a. Southeast

    b. Southwest

    c. Northeast

    d. Northwest

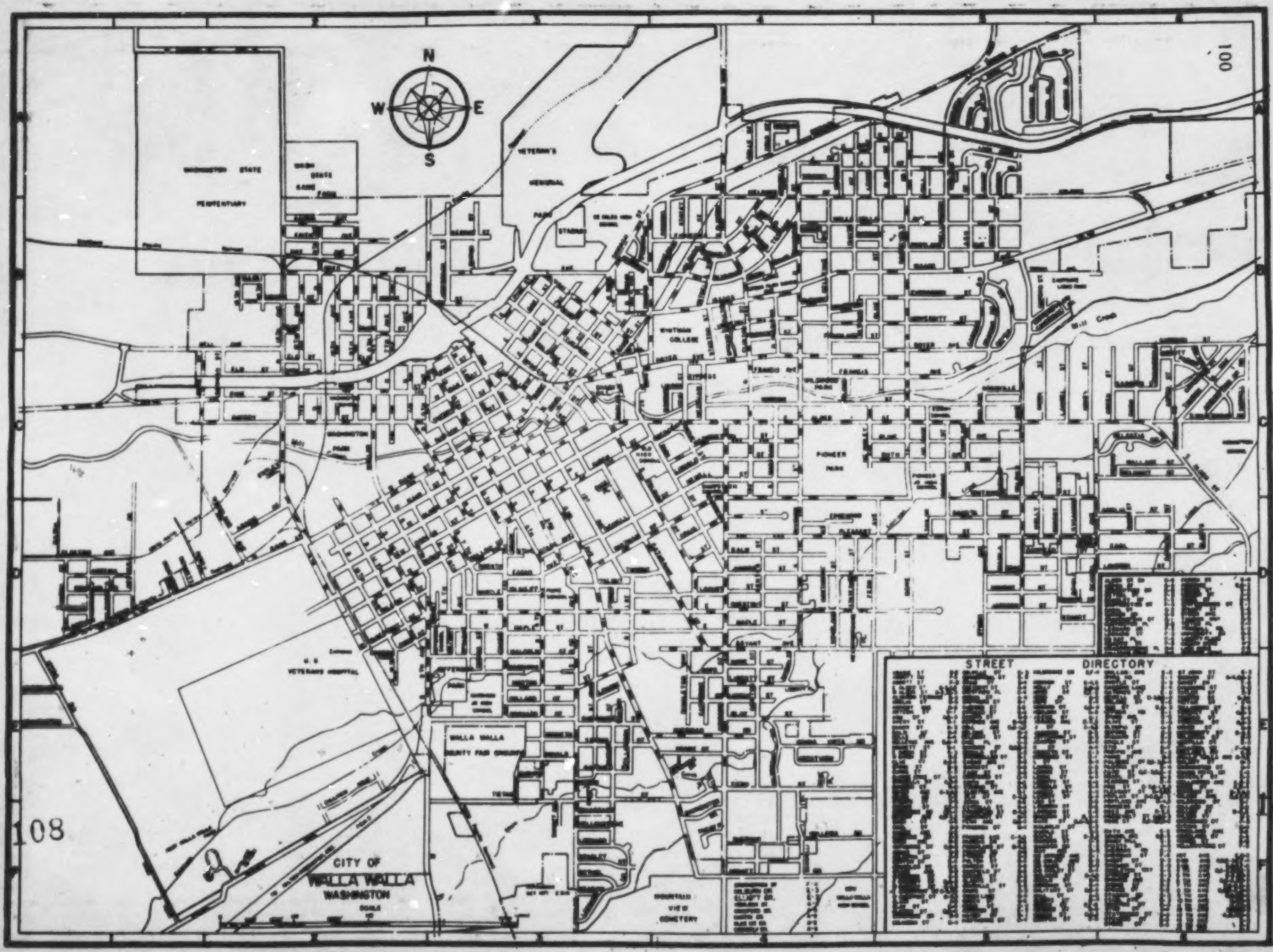
3. Mill Creek runs across town from:

    a. north to south

    b. east to west

4. Using the scale of miles, about how far is it from Assumption School to the entrance of the Veterans' Hospital?

5. If you were driving west on Alder Street, then turned left on Division Street, you would then be driving in what direction?


100
N
W
E
S
WASHINGTON STATE PENITENTIARY
WASH STATE GAME FARM
VETERAN'S MEMORIAL PARK
STADIUM
WHITMAN COLLEGE
FRANCIS AVE
PIONEER PARK
WASHINGTON PARK
MILL CREEK
U. S. VETERANS HOSPITAL
WALLA WALLA COUNTY FAIR GROUNDS
MOUNTAIN VIEW CEMETERY
CITY OF
WALLA WALLA
WASHINGTON
STREET DIRECTORY

To answer the questions on this page, use the world map on page 4 and refer to a globe.

6. Circle the name of each country through which the Equator passes.

   a. Brazil

   b. Colombia

   c. Libya

   d. Canada

   e. South Africa

7. Name the countries through which 40° West Longitude passes.

8. In which hemispheres is Argentina?

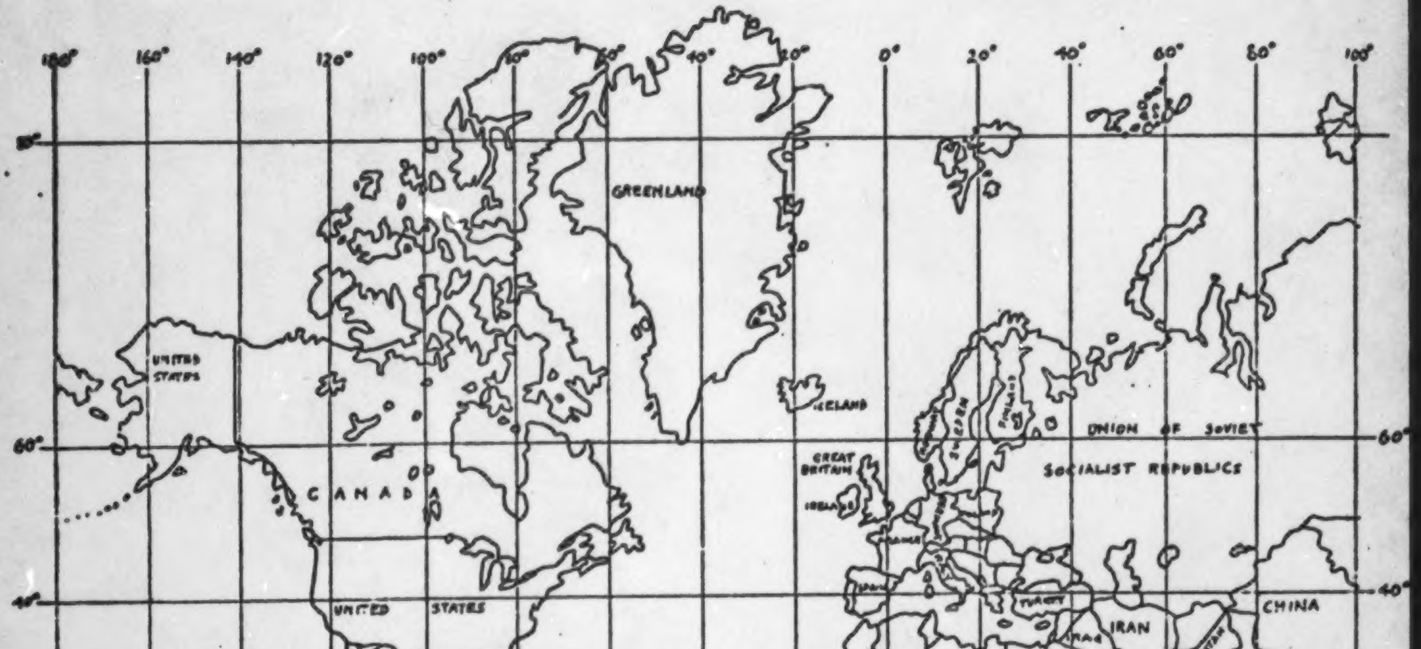
   a. northern and western

   b. southern and western

   c. northern and eastern

   d. southern and eastern

Mastery: 6+


180°
160°
140°
120°
100°
80°
60°
40°
20°
0°
20°
40°
60°
80°
100°
80°
60°
40°
20°
0°
20°
40°
60°
GREENLAND
UNITED STATES
ICELAND
CANADA
GREAT BRITAIN
IRELAND
FRANCE
SPAIN
NORWAY
SWEDEN
FINLAND
UNION OF SOVIET SOCIALIST REPUBLICS
TURKEY
IRAN
IRAQ
CHINA
INDIA
PAKISTAN
UNITED STATES
MEXICO
ALGERIA
LIBYA
EGYPT
SAUDI ARABIA
NIGER
CHAD
SUDAN
CEYLON
COLOMBIA
BRAZIL
PERU
BOLIVIA
REP. OF CONGO
ANGOLA
MALAGASY REP.
SOUTH AFRICA
ARGENTINA
CHILE

From: Advanced General Education Program: A High School Self-Study Program. Job Corps. Level 1, Unit 2, Lesson 1, p. 42. Nov. 1979

USING THE LIBRARY

Directions: Use the materials in the college library to answer each of the following questions:

1. Find the book with the following call number and list the author and title:

PS
3537
T3234
043

Title:______________________________Author:________________

2. Find the reference book with the following call number and list its title:

Ref.
TL
5
W63
1978

Title:____

Directions: Look for a book on the following subjects. List the subject heading under which you found the book in the card catalog and the call number for the first book listed under that heading.

	Subject Heading	Call Number
3. Old Cars		
4. Birth Control		

Directions: Use an encyclopedia to answer questions 5 and 6. List the encyclopedia used, the volume and page number.

5. What is the circumference (distance around) the planet Earth?

Answer:______________________________

Encyclopedia:__________________________________Volume:_____Page_____

6. What are some common materials for making rope?

Answer:____

Encyclopedia:__________________________________Volume:_____Page_____

7. What is the title of a dictionary found in the college library?

____

8. Using a dictionary, explain what Passover means:

Directions: Suppose you have to write a report on the following people. What source would you use, other than an encyclopedia, for information? Give the title of the biographical reference book.

9. Former President Richard Nixon

____

10. The latest popular singer

____

__Directions__: In the latest __Reader's Guide to Periodical Literature__, find the topic __divorce__ and list two magazines in which articles on this topic can be found. List the issues of the magazines, the pages on which the articles can be found and the titles of the articles.

11. Magazine:____

Issue: ________________________Pages________________

12. Magazine:____

Issue: ________________________Pages________________

Mastery: 10+

APPENDIX D

MASTERY CHECKS

D1a Mastery Check
for Obj. (1), (2)

Instructor's Copy

(1) Naming Letters

Directions: Ask the student to name each letter on the Student's Copy. Circle errors on this copy.

1.	C	E	H	J	L	T	V	W	D
2.	A	F	I	G	K	N	P	M	O
3.	R	X	Q	Z	Y	S	B	U	
4.	j	l	t	v	z	k	i	g	b
5.	a	c	h	n	m	p	o	q	s
6.	r	u	w	y	d	e	x	f	

Mastery: 100%

(2) Writing Letters

Directions: Tell the student to turn the page over, then to write each letter as you say it. Manuscript or cursive writing is acceptable. Say "upper case" or "big" and "lower case" or "small" as appropriate. Circle errors.

1. C	2. E	3. H	4. J	5. L
6. T	7. V	8. W	9. D	10. A
11. F	12. I	13. G	14. K	15. N
16. P	17. M	18. O	19. R	20. X
21. Q	22. Z	23. Y	24. S	35. B
26. U	27. j	28. l	29. t	30. V
31. Z	32. k	33. i	34. g	35. b
36. a	37. c	38. h	39. n	40. m
41. p	42. o	43. q	44. s	45. r
46. u	47. w	48. y	49. d	50. e
51. x	52. f			

Mastery: 100%

D1a Mastery Check
for (1) and (2), p. 2

Student's Copy

(1)

1. C E H J L T V W D
2. A F I G K N P M O
3. R X Q Z Y S B U
4. j l t v z k i g b
5. a c h n m p o q s
6. r u w y d e x f

(over)

D1a Mastery Check, p. 3
for (1) and (2)

(2)

1. ______ 2. ______ 3. ______ 4. ______ 5. ______

6. ______ 7. ______ 8. ______ 9. ______ 10. ______

11. ______ 12. ______ 13. ______ 14. ______ 15. ______

16. ______ 17. ______ 18. ______ 19. ______ 20. ______

21. ______ 22. ______ 23. ______ 24. ______ 25. ______

26. ______ 27. ______ 28. ______ 29. ______ 30. ______

31. ______ 32. ______ 33. ______ 34. ______ 35. ______

36. ______ 37. ______ 35. ______ 39. ______ 40. ______

41. ______ 42. ______ 43. ______ 44. ______ 45. ______

46. ______ 47. ______ 48. ______ 49. ______ 50. ______

51. ______ 52. ______

D1a Mastery Check
for objective (3)

(3) Order

Directions: Tell the student to look at the letter combinations on the back of this page. She/he is to circle the letter combination on the right which is the same as the underlined one on the left. This should be accomplished quickly.

Mastery 9+ correct

Turn over and give to student

Student's Copy

1.	tap	pat	apt	tap
2.	ton	ton	ont	not
3.	rats	star	rats	srat
4.	who	how	now	who
5.	pal	pal	lap	alp
6.	but	tub	put	but
7.	for	of	for	rof
8.	meat	meat	team	maet
9.	if	fi	of	if
10.	say	yes	yas	say

D1a Mastery Check
for objective (4)

(4) Visual Memory

Directions: Cover the Student's Copy with a piece of paper. Tell the student that you will uncover a line of letters for six seconds, cover it, then ask her/him to name the letters in the order she/he saw them. Do this for each line. Mark errors below.

1. C I V
2. O M K
3. H C A X
4. R J I P
5. M U B S
6. Q U L T A
7. Y E R N G
8. F S V A L C
9. Z H B B E T
10. O W F P A D

Mastery: 8+ correct

D1a (4) Mastery Check

Student's Copy

1. C I V

2. O M K

3. H C A X

4. R J I P

5. M U B S

6. Q U L T A

7. Y E R N G

8. F S V A L C

9. Z H B B E T

10. O W F P A D

(5) Attention to Detail

Directions: On side 2 of this papge, have the student circle the words on the right which are the same as the underlined words. This should be done quickly.

Turn over and give to the student

D1a Mastery Check
for (5), p. 2

1.	get	yet	bet	get
2.	loan	loan	loon	leen
3.	come	came	come	coem
4.	flab	flap	flad	flab
5.	come	home	some	come
6.	than	than	then	them
7.	throw	three	through	throw
8.	sheet	sheep	sheel	sheet
9.	has	him	his	has
10.	on	in	on	oh

Mastery: 8+ correct

(1) Auditory discrimination

Directions: With the student facing away from you, pronounce two times each pair of words. Ask the student to tell you if they sound alike or different. Do the same for each pair keeping your voice even for each word so you do not emphasize the difference.

1. let - bet
2. bold - bolt
3. mass - moss
4. tap - tap
5. man - map
6. sow - wow
7. rat - rat
8. fall - foal
9. ring - ring
10. pet - pot

Mastery: 8+ correct

D1b Mastery Check
for Objective (2)

(2) Blending

Directions to the Instructor: Say each word below by slowly pronouncing each phoneme. The student should be able to blend the sounds and tell you the word which is in parenthesis, e.g. c/a/t - (cat).

1. s/t/o/p (stop)
2. c/a/r (car)
3. c/ō/t (coat)
4. m/ar/ch (march)
5. sh/ĕ/l (shell)
6. m/ă/p (map)
7. h/o/r/n (horn)
8. t/u/b (tub)
9. f/i/sh (fish)
10. s/a/k (sack)

Mastery 8+

The check for D2 (Sight Words) is the mastery of the first 200 words on the list of 300 Most Frequently Used Words.

D3 Mastery Check

Directions: Circle one word under the line to finish each sentence.

1. Ed ____________________ he heard a baby crying.
thought-through

2. What will you do __________________ you wait to see the doctor?
white-while

3. I put my keys in my ________________________.
pocket-problem

4. The house looks _________________ and clean.
neat-heat

5. ______________________ will you be ready to to? I need to be home by noon.
Where-When

6. That road isn't very ________________________. A truck couldn't get between those trees.
wide-wild

7. Mr. House bought a ____________________ of wood because he wants to use his wood stove this winter.
long-load

8. I have always wanted to ______________________ a fast car.
own-our

(1) Directions: Tell me what letter makes the sound you hear at the beginning of each of these words or give a word with the same beginning sound. Some of the words are nonsense words. (Instructor, pronounce each twice.)

job
gug
sem
zab
*kook
lid
yed
nog
rag
vim
wax
bomb
dit
fan
hip
mod
tap
tan
vit

*accept k or c

---

(2) Directions: Now tell me the letter which you hear at the end of each real or nonsense word or give a word which ends in the same sound. (Instructor, pronounce each twice.)

miss
lan
fad
drop
buzz
mag
puff
dep
tell
ham
*mack
har
dot
nab
cōv

*accept k or c

Mastery 100% correct

Instructor's Copy

(1) Directions: For part (1) the student will mark on this paper, but for part (2), give him/her the student's copy and you mark on this paper.

Have the student circle "same" or "not the same" to tell if the underlined letters in each pair sound alike or different.

1.	come	can	SAME	NOT THE SAME
2.	city	car	SAME	NOT THE SAME
3.	ice	face	SAME	NOT THE SAME
4.	go	dog	SAME	NOT THE SAME
5.	page	get	SAME	NOT THE SAME
6.	girl	gum	SAME	NOT THE SAME
7.	cat	mice	SAME	NOT THE SAME
8.	bus	was	SAME	NOT THE SAME
9.	his	days	SAME	NOT THE SAME
10.	house	say	SAME	NOT THE SAME

Mastery: 8+

---

(2) Directions: (Instructor, mark this copy.) Have the student say each word on the Student's Copy as quickly as possible. the student need only correctly pronounce the c, g, or s to get a correct response.

1. pice
2. cep
3. corb
4. nace
5. mog
6. tage
7. gope
8. mose
9. nips
10. sup

Mastery: 8+

Student's Copy

(2)

1. pice
2. cep
3. corb
4. nace
5. mog
6. tage
7. gape
8. mose
9. nips
10. sup

D4c Mastery Check

Directions: Mark on this copy. The student is to read the words on the Student's Copy. Indicate that some are nonsense words.

To be correct only the digraph must be correctly pronounced.

1. ship
2. church
3. photo
4. wheel
5. think
6. father
7. chit
8. shin
9. phil
10. whit
11. chun
12. phar
13. rath
14. chive
15. dash

Student's Copy

1. ship
2. church
3. photo
4. wheel
5. think
6. father
7. chit
8. shin
9. phil
10. whit
11. chun
12. phar
13. rath
14. chive
15. dash

Directions: Give the student the Student's Copy. Tell him/her to pronounce the words, most of which are nonsense words.

Say that you are most interested in hearing how s/he pronounces the underlined parts. Give credit if the underlined consonant patterns are correctly pronounced.

1. blit
2. clit
3. flit
4. glit
5. plit
6. slit
7. brit
8. drit
9. frit
10. grit
11. prit
12. trit
13. stit
14. skit
15. smit
16. spit
17. swit
18. snit
19. scrit
20. split
21. sprit
22. strit
23. thrit
24. knit
25. tink
26. ting

Mastery: 100% in pronunciation of the patterns

Student's Copy

1. blit
2. clit
3. flit
4. glit
5. plit
6. slit
7. brit
8.. drit
9. frit
10. grit
11. prit
12. trit
13. stit
14. skit
15. smit
16. spit
17. swit
18. snit
19. scrit
20. split
21. sprit
22. strit
23. thrit
24. knit
25. tink
26. ting

Long Vowels

Directions: Circle the words with long vowel sounds.

mud
song
apple
made
me

fire
get
take
coat
bag

meat
dish
bone
fix
cute

by
eight
head
pay
grow

Mastery 16+ (Note: If a word is circled but should not be, that's an error. If one is not circled which should be, that too is an error.)

Short Vowels

Directions: Circle the words with short vowels.

fast meal hate my

dime lid jet day

old use hot know

up cut fat head

east fight go dog

Mastery 16+ (Note: If a word is circled but should not be, count it as an error. If one is not circled which should be, that too is an error.)

Instructor's Copy

Directions: Have the student pronounce the real and nonsense words on his/her copy. Mark this copy. The diphthong must be pronounced correctly in 2 seconds or less.

1. noil
2. poy
3. boint
4. doy
5. join
6. kound
7. nowl
8. stout
9. wow
10. rout

Mastery Check - 8+

Student's Copy

1. noil
2. poy
3. boint
4. doy
5. join
6. kound
7. nowl
8. stout
9. wow
10. rout

Instructor's Copy

(1) Directions to student: Pronounce the nonsense or make believe words you see on your paper. Read across quickly.

	c-v-c	c-v-c-silent e	c-v	c-v-v-c
1.	bif	kene	fu	doat
2.	goz	fane	ni	reet
3.	rik	pote	de	naip
4.	pab	mune	bo	feap
5.	tep	nime	sa	tain

Mastery 15+

(2) Directions: Give the student the Word Family Matrixes. Have him/her pronounce the words on both sides (2 seconds per word).

total words = 141

no. missed = -___

no. correct =

Mastery 110+

Student's Copy

(1)

1.	bif	kene	fu	doat
2.	goz	fane	ni	reet
3.	rik	pote	de	naip
4.	pab	mune	bo	feap
5.	tep	nime	sa	tain

Instructor's Copy

Directions: Do one of the following:

1. Ask the student to tell what she/he does when she/he comes to an unknown word.
2. Show the student the sentence on the back of this paper saying "Suppose you do not know the word which is circled. How would you figure it out?"

In his/her answer the following steps should be mentioned:

1. Read the sentence or words around the unknown word for context or meaning clues.

*2. Look at and say the beginning sound.

*3. Figure out the vowel sound.

*4. Say the ending sound.

5. Read the sentence to see if the word makes sense.

*The student may combine these by indicating she/he figures out each sound in the word which is acceptable.

The sentence on the back reads:

My family had to move because the rent was raised too much.

Plurals and Possessives

Directions: Circle the correct answer for each blank.

A. ____1____ like ____2____ mountains.

1	2
Visitor	Washington
Visitors	Washingtons
Visitor's	Washington's
Visitors'	Washingtons'

B. One of ____3____ most beautiful ____4____ is Mt. Rainier.

3	4
Washington	sight
Washingtons	sights
Washington's	sight's
Washingtons'	sights'

C. The ____5____ bowl is empty.

dog
dogs
dog's
dogs'

D. My ____6____ are brown like ____7____ eyes.

6	7
eye	Dad
eyes	Dads
eye's	Dad's
eyes'	Dads'

E. The ____8____ restroom is down the hall.

men
mens
men's
mens'

F. Two ____9____ after Christmas 12 ____10____ of snow fell.

9	10
day	inch
days	inches
day's	inches'
days'	

G. Someday ____11____ car is going to fall apart.

Don
Dons
Don's
Dons'

H. ____12____ sister is one of the best ____13____ I know.

12	13
John	cook
Johns	cooks
John's	cook's
Johns'	cooks'

I. You should try ____14____ homemade ____15____. They're great.

14	15
Kathy	cooky
Kathys	cookies
Kathy's	cooky's
Kathys'	cookies'

J. Our ____16____ graze in the ____17____ field.

16	17
sheep	neighbor
sheeps	neighbors
sheep's	neighbor's
sheeps'	

Mastery - 14+ correct

Contractions

(1) Directions: Circle the contractions

1. It's time to go.
2. I don't like that name.
3. The dog's bone is gone.
4. We aren't going to the movie.
5. See that man's new car.
6. We shouldn't be gone very long.
7. Tom's glass is empty.
8. This is its lid.
9. Joe is sure they're going to the game.
10. Where is their house?

Mastery - 8+ correct

(2) Directions: Match the contractions with their meanings. Put the the correct letter in front of each contraction.

________ don't
________ it's
________ I'm
________ shouldn't
________ can't
________ they're
________ he's
________ we'll
________ couldn't
________ aren't

a. are not
b. I am
c. could not
d. it is
e. do not
f. we will
g. should not
h. cannot
i. they are
j. he is

Mastery - 8+ correct

Directions: Circle the compound words:

cowboy
horseshoe
railroad
washer
baseball
underneath
busybody
backstop
carport
catcher

Mastery - 5+

Directions: Circle the root word for each word below.

1. funny
2. beginning
3. wouldn't
4. cars
5. teacher
6. repay
7. policeman
8. coldest
9. grandson
10. thankful

Mastery - 8+

1. Directions: On each line write the number of syllables you hear in the word next to the line.

____ syllables
____ traffic
____ number
____ motion
____ chicken
____ impossible
____ wishful
____ despair
____ help
____ grocery

Mastery - 8+

2. Directions: Divide each word into syllables using hyphens (-).

gamble ________________
wishful ________________
candy ________________
chicken ________________
fudge ________________
pocket ________________
summer ________________
disappoint ________________
fiddle ________________
careless ________________

Mastery - 8+

Instructor's Copy

Directions: Have the student look at the sentence on the back of this page. Ask how s/he would figure out the circled word if s/he didn't know it. If the student knows the word, have him/her tell you what s/he does to figure out a multisyllabic word.

The student's strategy for decoding should include the following points:

1. Read the sentence for context or meaning clues.
2. Divide the unknown word into syllables.
3. Sound out each syllable.
4. Reread to see if the word makes sense.

over...

Student's Copy

Many people get into financial difficulty because they use installment payments too often.

We ventilated the bedrooms by opening all of the windows.

Our savings sccount has dwindled so much the past few months, that we may have to cancel our trip this summer.

Using Context Clues to Find Meaning

Directions: In each of the following sentences there is an underlined word. There are apposition, definition and opposite meaning signals to the meaning of the underlined words. Underline the meaning or in some cases the opposite meaning and circle the signals or clues you used to find the meaning.

1. The equator divides the earth into two hemispheres (half-spheres), the Northern Hemisphere and the Southern Hemisphere.
2. Among the germ killers scientists have discovered are drugs called antibiotics.
3. Responsibility, in a broader sense, means thinking about all our actions and about the effects those actions will have on ourselves, on others, and on the world we live in.
4. When a robin is a fledgling, a young bird which has not learned to fly, it has a spotted breast.
5. Some people loathe snakes even though others like them.
6. Carlos is an affable fellow, yet he and his cousin fight like cats and dogs.
7. The student committee was indifferent - had little interest - about planning a used book sale.
8. Few people can run and worry at the same time. This may be because of a hormone called epinephrine which is linked to happiness.
9. Jan apparently squanders her money on fashionable clothes, yet she pinches pennies when it comes to buying toys for her children.
10. While a wasp is certainly an insect, when spelled W.A.S.P., it stands for Women's Air Service Pilots or White-Anglo-Saxon-Protestant.

Mastery - 8+

Directions: From the list of affixes choose a prefix or suffix to add to the root word under the line to make a word which completes the sentence.

Prefixes

in-
im-
un-
re-
dis-
mid-

Suffixes

-ly
-ful
-less
-ness
-y
-tion
-ward
-ment
-ous
-ern
-teen
-ship
-able
-ish

1. That was a ________________ thing to do! You sounded like a
child
four year old.

2. We receive Time magazine ______________. It arrives each Friday.
week

3. Tom couldn't open the door because he had an ____________ of
arm
papers to carry to his car.

4. Of course it would help if we could form one _______________ circle
continue
around the animals. That way they couldn't escape.

5. The child felt ____________ as she was pulled along by the swiftly
help
moving water. No one was in sight to pull her out.

6. When the street was widened, the trees were removed, but the city has promised to plant others to ______________ them.
place

7. The catalog says that the toy comes ________________. Do you
assembled
have the tools to assemble it?

8. I can't believe that she actually ran that far. It must be an
______________ because she's not in very good shape.
exaggerate

9. Robert was given the award for good ________________ this year
sportsman
because he never missed a game, never complained about practicing and never yelled at the referee.

10. I like to purchase clothes that are _____________ because dry
wash
cleaning is expensive.

11. The noise from the dance was so ___________________ that the
tolerable
neighbors finally called the police.

12. Carl's neighbor grumbles about the noise Carl's dog makes and complains whenever too many cars park in front of his house. He's such a _________________ old man; he'd probably argue
agreeable
about whether the sun is shining!

13. The repairperson stopped _____________ up the telephone pole,
way
climbed down and returned to the truck for more tools.

14. To the frightened children trying to escape from the heat of the fire the locked door seemed like an _________________ force.
movable
To the firemen with their axes it caused only a slight delay in the rescue effort.

15. The alcoholic talked with such _____________ to the teenagers
frank
about drinking that they should think twice about social drinking. He told them what it's like to be addicted to alcohol.

Directions: Circle the correct answer A, B, or C to complete the sentence.

16. Think of what northern, western, southern mean. The suffix -ern means ________.

(A) old (B) past (C) in the direction of

17. Think of what forward, westward, skyward mean. The suffix -ward means ______________.

(A) a place for (B) in the direction of (C) state or condition

18. Think of what government, astonishment, management mean. The suffix -ment means _____________.

(A) state of or act of (B) little (C) full of

19. Think of what beautician, martian, politician mean. The suffixes -tian and -cian mean _____________.

(A) act of (B) full of (C) one who

20. Think what notably, responsibly, favorably mean. The suffixes -ably and -ibly mean.

(A) in the manner of (B) partly (C) able to be

Mastery 16+

Clc Mastery Check

(1) Directions: Draw a line under the word(s) which mean about the same as the first underlined word in each exercise.

1. It has been a gloomy day, and the murky waters moved slowly in the dim light.

2. We chose the runt of the litter because it's such a small one that our three year old daughter can handle it better.

3. As the boys packed their camping gear for their trip up Mt. Rainier, I noticed a concerned, rather fearful, look in Mom's eyes. Surely she must have been wondering how she could stand to let them leave on such an expedition in the dead of winter.

Directions: Underline word(s) which show a contrast or mean the opposite as the first underlined word(s).

4. Amy was an open, cheerful, honest woman while Jim, her husband, was a distrustful, dour, deceitful person.

5. Mr. Cantu was disgruntled although his wife was pleased.

6. Some people like snakes even though many people loathe them.

Mastery 5+

(2) Directions: Write A, B, C, D, on the line in front of each numeral to indicate why the author used the underlined synonym(s) or antonyms(s).

A - to add interest and avoid repeating words
B - for emphasis
C - to further explain
D - as an analogy, a comparison
E - to explain through contrast

___ 1. Sandy thought the movie was exciting but her boyfriend thought it was dreary.

___ 2. The cannery manager did not like the rate at which Carlos worked and told him his speed was too slow. Carlos could not or would not increase his pace and was fired.

___ 3. Tom was in a lousy mood. In fact he was downright grouchy, so I decided to leave.

___ 4. The parking lot was like a wet sponge after the downpour; it was a quagmire.

___ 5. His behavior during the emergency was heroic not cowardly as the newspaper article made it sound.

___ 6. I think that was a crazy thing to do. Only someone who is insane would head for California with no money, no place to stay and no job prospect. John has got to be mad.

Mastery - 4+

Homophones

Directions: Draw a line under the words that sound the same but are spelled differently.

1. Their new red van is the lone car parked over there by the ball field. I bet it took a loan from the bank to drive that one off the lot!

2. As the mist cleared so that the pilot could see the ground, he saw that he had just missed the tower. If it hadn't been for that hole in the fog he'd have changed the lives of his whole crew. He knew now how important it was to get familiar with a new plane before taking off in even light fog.

Mastery - 4+

Homographs

Directions: Draw a line under the words that are spelled the same but which are pronounced differently.

1. I watched the wind wind the kite string tighter and tighter around the wire. I knew it would never be possible to even tear it down, and so did Tommy because a tear was running down his cheek.

2. Please let me know when you have read this book because I am so anxious to read it.

3. Where is it that you live? Oh, that's the house where we saw a live monkey in a pen in the yard. How close can a stranger come to him? Have you ever forgotten to close the cage and had the monkey escape?

Mastery - 4+

Directions: Circle the abbreviations.

Mrs. Garcia told her Math class on Mon. that there are 12 in. in a ft., 3 ft. in a yd. and 1760 yds. in a mi.

Mastery 6+

Directions: Match the abbreviations in List 1 with their meanings in List 2. Write the correct letter in front of the abbreviation.

List 1

______ Wash.
______ tsp.
______ qt.
______ oz.
______ lb.
______ C.O.D.
______ E.
______ Ave.
______ Rev.
______ Soc. Sec.
______ m.p.h.
______ F.B.I.
______ HEW
______ Dr.
______ min.
______ sq. ft.

List 2

A. square feet
B. reverend
C. ounces
D. teaspoon
E. Social Security
F. pound
G. doctor
H. miles per hour
I. minutes
J. avenue
K. collect on delivery
L. quart
M. east
N. Washington
O. Department of Health Education and Welfare
P. Federal Bureau of Investigation

Mastery 14+

Directions: Above each underlined word write its abbreviation.

On Wednesday, I usually read the food advertisements in the newspaper so I'll know the best buys. Then Thursday evening, I leave my children home with my husband and do our weekly shopping.

This week hamburger is on special for $1.49 a pound and eggs are 69¢ a dozen. I need to figure out whether to buy milk by the gallon or the quart because Safeway has a low price per quart this week. One package of paper plates should be enough for the picnic on Sunday.

Mastery 8+

To the teacher: Fill in the blank for the proper level book to be used by the student.

Directions to the student: Get Book _______ of Barnell-Loft Getting the Main Idea. Do Unit 25 and put your answer below. Give this to the teacher.

1. _____

2. _____

3. _____

4. _____

5. _____

C2b
Mastery Check

To the teacher: Fill in the blank with the proper book level for the student.

Directions to the student: Get book __________ of Barnell-Loft Getting the Facts. Do Unit 25 and put your answers below. Give this to the teacher.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Directions:

Here are four newspaper articles. Each one is followed by some statements. You are to infer which statements are true from what the story says. On this page, place an "X" on the line before the number of each true statement. You may detach the story pages from this one before turning this in for grading.

_____1.

_____2.

_____3.

_____4.

_____5.

_____6.

_____7.

_____8.

_____9.

_____10.

_____11.

_____12.

_____13.

_____14.

_____15.

Exercise works

More and more evidence is showing that regular exercise can help prevent heart attacks. Studies of thousands of active people have been carried out. They show that exercise tends to go along with drops in weight, blood pressure, and cholesterol level. These things have all been linked to heart disease.

At the same time, evidence is growing that staying inactive is by itself risking heart disease.

For one thing, it seems that regular exercise increases the level of a certain blood protein. This protein is believed to protect against heart attacks.

People with high levels of the protein are far less prone to heart disease. Also, the protein level is naturally higher in women than in men. This might be one reason that so many more men suffer from heart attacks. Doctors think the best way to increase the protein level is to exercise.

Exercising also makes the heart work more efficiently. The heart gets better at delivering oxygen to body tissues. Thus, the heart does not have to work as hard to meet the demands on it.

Doctors say that to get real benefits from exercise, people should "work up a sweat" for 20 minutes at least three times a week. This amount would use up about 1,200 calories a week.

Still, the possible benefits of exercise can be wiped out by other bad habits. One doctor had this to say: "Someone might think he's protecting his heart by running around the track a few times a week. But if he keeps on eating a high-fat diet or smoking two packs a day, he's just kidding himself."

Doctors stress that exercise does help protect against heart disease. But it must be part of a healthful life-style.

1. If you exercise every day, you won't have heart trouble.

2. A low fat diet, not smoking, and regular exercise help prevent heart attacks.

3. Women are less likely to have heart attacks than men.

From: News For You, Edition B, April 11, 1979

More cars will bring problems

The government finished a three-year study of cars in the U.S. The study said that if things keep going on as they are now, we will have fuel shortages and higher gas prices. We will have more air pollution. There will be more cars on the road, and people will drive them more miles, on the average.

The Senate is opening hearings on the report this week. It may be the first step toward a "national debate on energy policy," senators said.

The report said car sales will go up 25 percent by 1985. More cars mean more problems.

One problem is safety. Many of the new cars are small ones. They are less safe in accidents than big cars. Also, there will be more trucks on the road. And roads aren't being fixed up enough to keep them in good shape. All this will lead to more accidents. The report said that a seat belt law would help. But it "would not be politically popular."

Another problem will be gasoline. There will be shortages. Prices will go up, too. Gasoline will cost $1.21 a gallon by the year 2000. But the report said that drivers won't stop driving unless gasoline gets as high as about $5.00 a gallon.

Pollution will go on being a problem, too. Exhaust controls in cars now can control three kinds of polluting gases. But there are other kinds of pollution that aren't controlled. The study said that about half of our people will be exposed to dangerous amounts of air pollution by the year 2000. Some cities may pass laws to control use of cars. The study called for a national car inspection and repair program, too.

From: News for You, Edition A, March 21, 1979

4. By the year 2000, people will be buying less gasoline because the price will be so high.

5. There may be more people with lung problems caused by air pollution in the year 2000.

6. It's likely that in the year 2000, automobiles will still be a problem in U.S. cities.

7. The car business will continue to be good.

Breakdown leads to crisis at nuclear power plant

Three days before a serious accident at a nuclear power plant, the plant's manager said his plant was "completely safe." He said that an accident was "almost impossible." But there was an accident, and it was a bad one.

It was at Three Mile Island nuclear power plant. It is south of Harrisburg, Pennsylvania. Several machines failed, one after another. There is also a chance a worker turned off a back-up cooling system that should have stayed on. Whatever happened, the plant released radiation into the air.

When the plant's cooling system broke down, the nuclear reactor overheated. The nuclear reactor is the core where atoms are split and energy is released. This core must be cooled by water, or it overheats very quickly.

If the core gets too hot, there can be a meltdown. That happens when the nuclear core melts the protective covering around it, releasing a lot of nuclear radiation. Nuclear officials had always said a meltdown just couldn't happen. Now they were saying it was a real risk.

One problem at Three Mile Island was a bubble of gases. It formed at the top of the damaged reactor. Experts said the bubble had to be removed. But there was a chance the gases would explode, or that more radiation would get out. Nobody was sure how to remove the bubble. As we went to press, the state was making plans to get people to safety if things got worse.

From: News For You, Edition B, April 11, 1979

8. There was a meltdown at Three Mile Island nuclear power plant.

9. Human error might have had a part in the accident.

10. Nuclear officials are now less sure about the safety of nuclear power plants.

Accident raises questions about nuclear energy's future

Nuclear power has been on people's minds. Even before the Three Mile Island accident, there were new reports that radiation might be more dangerous than we had thought.

Also, a new movie about a nuclear accident made a lot of news. It is "The China Syndrome." It is about a meltdown at a nuclear power plant. The movie's name comes from one of the actor's comments that a meltdown could cause a nuclear core to "melt through to China." Since the Three Mile Island accident, movie theaters report that "The China Syndrome" is drawing very big crowds.

Why is radiation dangerous? One reason is that you can't see, hear, or smell it. Sometimes the harmful effects of it don't show up until years after a person is exposed.

Little children and unborn babies seem to be hurt more than adults. Experts think that is because their bodies are smaller, and they are growing. This is one reason Pennsylvania's Governor Dick Thornburgh advised pregnant women and young children to leave the accident area.

One of the things that upset people most about this accident was that nobody seemed to know what to do. Nobody knew who should control clean-up at the plant. Nuclear experts disagreed over how much danger there was. They even disagreed about what was happening inside the nuclear reactor.

The accident will have major effects on our use of nuclear power. For one thing, there will be more arguments over nuclear safety. There are 72 nuclear plants in the U.S. now. There are plans for more than 100 others. Many of the plans might be changed now. Some working plants might be closed down.

Customers of the Three Mile Island plant have already felt some of the results. With the plant shut down, the owners had to buy more expensive electricity from other sources. Three Mile Island customers will get higher electric bills next month, the power company announced.

From: News For You, Edition B, April 11, 1979

11. Nuclear power is used to make electricity.

12. The danger of nuclear power has to do with radiation leaks.

13. Radiation is dangerous to children and pregnant women, but not to adults.

14. No one knows for sure how dangerous the Three Mile Island accident was to the people who live nearby.

15. Nuclear power is sure to be used a lot all over the U.S. now.

Mastery: 12+

Directions: In the following stories causes are given that lead to certain effects. Watch for these, then select the best answer to each question by circling the letter in front of it.

Until 80 years ago, there was no town of Atlin. Only a few Tlingit (Clink-it) Indians lived in the high mountains that separate Atlin Lake from the Pacific Ocean. Then gold was found in creeks near the lake's eastern shores. Thousands of people came. They took away the gold and left behind abandoned buildings.

Now about 350 people live in these buildings. Many, like my family, came north looking for another kind of wealth - pure water, clean air, wild game, and a life without gadgets. (From National Geographic School Bulletin, no. 22, p. 338.)

1. What led to the establishment of the town of Atlin 70 years ago?
    a. hunters seeking game to kill.
    b. Indians who decided to settle there.
    c. prospectors in search of newly found gold.

2. Atlin is not a ghost town today because
    a. many people come to search for new gold mines.
    b. people want to get away from the polluted air and water and gadgets of city life.
    c. people come to study the Indians.

In the United States, floods aren't unusual. Every spring, the damage to property is great. In fact, sometimes entire towns are washed away, and people are often killed.

Some people say that these great floods would happen less often if our native woods had not been removed. When spring rains come and the winter snows begin to melt, if there are no leaves on the ground to hold the water, it rushes into the streams very quickly. You see, the carpet of leaves which have fallen from the trees is like a giant sponge. As the rain falls on this carpet, it soaks into the ground, but if this layer of leaves isn't there, the water moves very fast into the streams which feed the rivers, and they flood. There seems to be a direct relationship between removing the trees and some of our great floods.

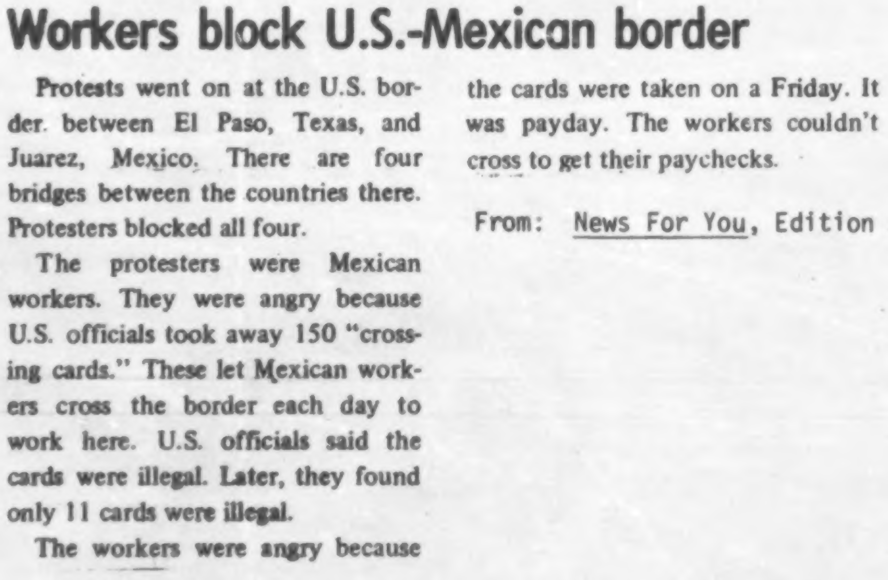
3. According to this article, some flooding is caused:
    a. by building towns.
    b. when leaves cover the forest floor.
    c. because native forests have been removed.

Difficult as it may be to believe, the Sahara desert was once forested. During the Ice Age it was a land with many rivers. At that time, cold air coming from ice-covered Europe met warmer air from southern Africa, which caused rainfall. The moisture allowed rivers to form and trees to grow. With the end of the Ice Age came the end of the moist climate. The trees died and the land became a desert.

4. The Sahara was covered with trees during the Ice Age because:
    a. they had not been cut down.
    b. the climate was moist enough for trees to grow.
    c. it wasn't as hot as it is now.

5. The Sahara is now a desert because:
    a. people have cut down the trees for houses.
    b. the sun has gotten hotter.
    c. no more moist air came from Europe after the Ice Age.

Directions: In the news story circle the words which are the effect and underline the words or sentences which tell the cause.



Workers block U.S.-Mexican border

Protests went on at the U.S. border between El Paso, Texas, and Juarez, Mexico. There are four bridges between the countries there. Protesters blocked all four.

The protesters were Mexican workers. They were angry because U.S. officials took away 150 "crossing cards." These let Mexican workers cross the border each day to work here. U.S. officials said the cards were illegal. Later, they found only 11 cards were illegal.

The workers were angry because the cards were taken on a Friday. It was payday. The workers couldn't cross to get their paychecks.

From: News For You, Edition A, March 21, 1979

Mastery 5+

To the teacher: Fill in the blank for the proper level book to be used by the student.

(1) Directions to the student: Get Book ______ of Barnell-Loft *Detecting the Sequence*. Do Units 23, 24, 25, and write the answers below.

Unit 23	Unit 24	Unit 25
1.__________	1.__________	1.__________
2.__________	2.__________	2.__________
3.__________	3.__________	3.__________

(2) Directions: Number the following sentences in the proper sequence placing a 1 next to the sentence that describes what happened first and a 5 next to the sentence that describes what happened last.

_____ She cried out in pain and pulled her hand back.

_____ She set it down on top of the stove while she hurried to put another pan of cookies into the oven.

_____ Spatula in hand, she returned to the hot cookie sheet to remove the cookies and grabbed the pan with her bare hand.

_____ As Robert rushed over to her, she looked at her burned hand. It was red and blisters were already forming.

_____ Robert's sister pulled a panful of cookies from the oven.

Mastery - 8+ (Count the sequencing story in (2) as one item to make a total of 10 items on the page)

To the teacher: Fill in the blank for the proper level book to be used by the student.

Directions to the student: Get Book _____ of Barnell-Loft Drawing Conclusions. Do Unit 25 and put your answer below. Give this to the teacher.

1. _____
2. _____
3. _____
4. _____
5. _____

Mastery 4+

Administer the R/EAL Assessment (Form B).* The student must score 80% and answer correctly 4 out of 5 questions in each section (i.e. s/he cannot pass simply by scoring 80% overall if s/he misses more than one item in any section).

---

* R/EAL Assessment is available on cassette from Westwood Press, 76 Madison Avenue, New York, New York 10016 for $8.00.

Date__________________ Name____________________________

R/EAL Answer Sheet

(1) Movie Ad (S4) Form B

1.____

2.____

(2) and (3) Road Signs (S1)

1.____

2.____

3.____

4.____

5.____

(4) and (5) TV Schedule (S2)

1.____

2.____

3.____

4.____

5.____

(6) and (7) Cheese Pizza (S3 Directions)

1.____

2.____

3.____

4.____

5.____

(8) and (9) Alcohol (Narrative)

1.____

2.____

3.____

4.____

5.____

R/EAL Answer Sheet

Form B

S1 - S6 Mastery Check, p. 2

(10) and (11) Food Ad (S4)

1. __________
2. __________
3. __________
4. __________
5. __________

(12) and (13) Credit Agreement (S5 Legal Agreement)

1. __________
2. __________
3. __________
4. __________
5. __________

(14) and (15) Road Map

1. __________
2. __________
3. __________
4. __________
5. __________

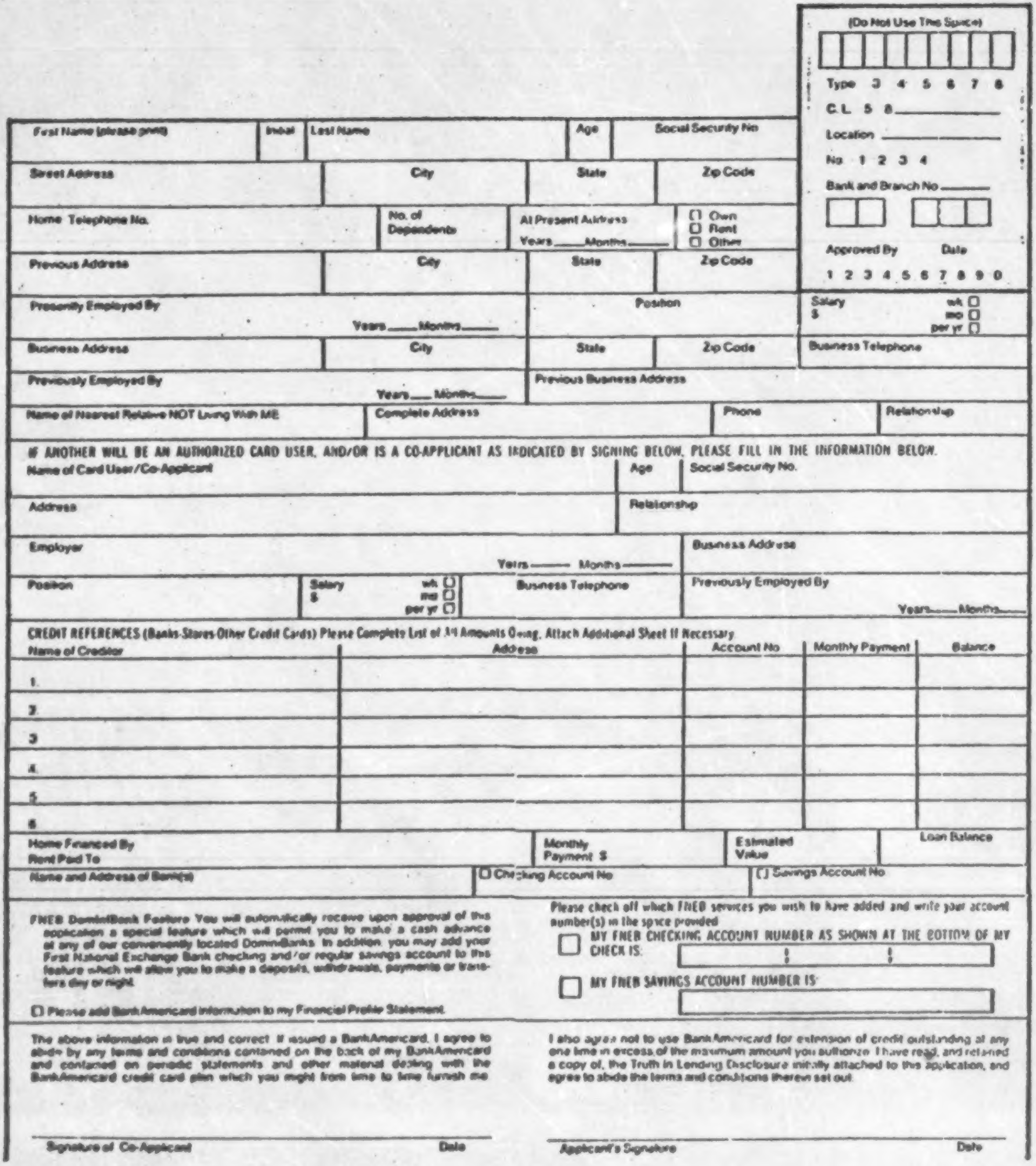
(16) and (17) Want Ad (S4)

1. __________
2. __________
3. __________
4. __________
5. __________

R/EAL ANSWER SHEET

Form B

(18) Job Application (S6)



(Do Not Use This Space)

Type 3 4 5 6 7 8

C.L. 5 8__________

Location __________

No 1 2 3 4

Bank and Branch No ______

Approved By Date

1 2 3 4 5 6 7 8 9 0

First Name (please print) | Initial | Last Name | Age | Social Security No

Street Address | City | State | Zip Code

Home Telephone No. | No. of Dependents | At Present Address Years ____ Months ____ | ☐ Own ☐ Rent ☐ Other

Previous Address | City | State | Zip Code

Presently Employed By Years ____ Months ____ | Position | Salary $ wk ☐ mo ☐ per yr ☐

Business Address | City | State | Zip Code | Business Telephone

Previously Employed By Years ____ Months ____ | Previous Business Address

Name of Nearest Relative NOT Living With ME | Complete Address | Phone | Relationship

IF ANOTHER WILL BE AN AUTHORIZED CARD USER, AND/OR IS A CO-APPLICANT AS INDICATED BY SIGNING BELOW, PLEASE FILL IN THE INFORMATION BELOW.

Name of Card User/Co-Applicant | Age | Social Security No.

Address | Relationship

Employer Years ____ Months ____ | Business Address

Position | Salary $ wk ☐ mo ☐ per yr ☐ | Business Telephone | Previously Employed By Years ____ Months ____

CREDIT REFERENCES (Banks-Stores-Other Credit Cards) Please Complete List of All Amounts Owing, Attach Additional Sheet If Necessary

Name of Creditor	Address	Account No	Monthly Payment	Balance
1.				
2				
3				
4.				
5				
6				

Home Financed By / Rent Paid To | Monthly Payment $ | Estimated Value | Loan Balance

Name and Address of Bank(s) | ☐ Checking Account No | ☐ Savings Account No

FNEB DominiBank Feature You will automatically receive upon approval of this application a special feature which will permit you to make a cash advance at any of our conveniently located DominiBanks. In addition, you may add your First National Exchange Bank checking and/or regular savings account to this feature which will allow you to make a deposits, withdrawals, payments or transfers day or night.

☐ Please add BankAmericard information to my Financial Profile Statement.

Please check off which FNEB services you wish to have added and write your account number(s) in the space provided

☐ MY FNEB CHECKING ACCOUNT NUMBER AS SHOWN AT THE BOTTOM OF MY CHECK IS:

☐ MY FNEB SAVINGS ACCOUNT NUMBER IS:

The above information is true and correct. If issued a BankAmericard, I agree to abide by any terms and conditions contained on the back of my BankAmericard and contained on periodic statements and other material dealing with the BankAmericard credit card plan which you might from time to time furnish me.

I also agree not to use BankAmericard for extension of credit outstanding at any one time in excess of the maximum amount you authorize. I have read, and retained a copy of, the Truth in Lending Disclosure initially attached to this application, and agree to abide the terms and conditions therein set out.

Signature of Co-Applicant Date

Applicant's Signature Date

Date: ______________ Name: ________________

R/EAL Summary Sheet

Score Record - Record the number correct for each subtest, total, convert to percent by using the conversion table on the back.

Skills	Subtest Scores
Road Signs	_____
TV Schedule	_____
Directions	_____
Narrative	_____
Food Ad	_____
Legal Agreement	_____
Road Map	_____
Want Ad	_____
Application	_____
Total Score	_____
% passed	_____

*80% = mastery or functional literacy

50% - 80% = marginal literacy

below 50 % = functional illiteracy

Skill Needs - Circle above the skills for which subtest scores 2 or lower. Begin work in those areas. (See R/EAL Examiner's Manual p. 43-51 for ideas.)

	R/EAL Total Raw Score	Percent Items Passed		R/EAL Total Raw Score	Percent Items Passed
	45	100		22	49
	44	98		21	47
FUNCTIONAL	43	96		20	44
LITERACY	42	93		19	42
	41	91		18	40
	40	89		17	38
	39	87		16	36
	38	84		15	34
	37	82		14	31
	36	80		13	31
				12	29
	35	78		11	27
	34	76		10	24
	33	73	ILLITERATE	9	22
MARGINAL	32	71		8	20
	31	69		7	18
LITERACY	30	67		6	16
	29	64		5	14
	28	62		4	11
	27	60		3	7
	26	58		2	4
	25	55		1	2
	24	53		0	0
	23	51			

USING A TELEPHONE DIRECTORY

Directions: Using a local telephone director, answer these questions.

1. What is the number of the first John Smith listed in the book?____________

2. What is the address of Goodwill Industries?

3. If Mary Doe had a telephone, on what page would her number be listed?

   Give the page number and the guide words on that page.

   page number________________

   Guide Words____

4. What number would you call to find out what hours the Post Office is open?

5. What is the telephone number of McDonald's Restaurant?________________________

6. What is the number for Greyhound Bus Lines?__________________________________

7. If James Hearst had a telephone, on what page would his number be listed? Give the page number and the heading on that page.

   page number__________________

   Heading____

- -

8. Your house is on fire. What number will you call?________________________

9. You have a friend who just moved to town and doesn't have his new phone number listed in the telephone book and you have lost the paper on which he wrote his number. What number would you call for Directory Assistance to get his number?

   ____

10. You want to call Gloria Gray who lives at 329 Rose Way in Los Angeles, California, but you do not know her number. What number would you call to get Directory Assistance for Los Angeles, California?

____

11. You think there is a mistake in your telephone bill. What number do you call to check on it?

____

12. You want to call a friend in Yakima, Washington, whose number is 321-6543. What number would you call to dial your friend directly?

____

13. You want to call your aunt who lives in El Paso, Texas. Her number is 123-4567. To dial directly, what number would you call?

____

14. You want to make the call to your aunt in El Paso when the long distance rates are the lowest. When would be a good time to call her?

____

- -

15. If you want to buy a used chair for your living room, where would you look in the telephone book for places to shop?

____

Under what heading would you look?____________________________

16. You need an attorney. On what page can you find a listing of attorneys in your area?

____

17. What is the Zip Code of a nearby community?______________________

18. You need a taxicab. Where would you look to find a listing of taxicabs?

____

19. You want to buy a new TV. Under what heading would you look for stores where you might shop?

____

20. You're a visitor in town, and you want to go bowling. How can you use the phone book to help you find a bowling alley?

21. You and your friends are playing cards and decide to have a pizza delivered. Using the phone book, name a place which will deliver pizzas.

On what page did you find this information?______________________

Mastery 14+ (Note: Questions 1-7 deal with the General Listings; 8-14 with the Call Guide; 15-21 with the Yellow Pages.)

1. List the five steps of the textbook strategy you have learned to use. Briefly tell what you do in each step.

2. Select a chapter from a textbook to read using the textbook strategy. Explain to an instructor how you will use the process on the selected chapter.

St 3a Mastery Check

PUTTING WORDS INTO ALPHABETICAL ORDER

Directions: Below is a list of words which are often found on applications. Put them into alphabetical order.

phone
service
previous
single
physical
social security
position
separated
spouse
sex
postal

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

Mastery: 100% Correct

USING THE DICTIONARY

Part 1.

Directions: Below are two pairs of guide words which could be found in the dictionary, and under each is a list of words. Decide which words in the list could be found on that page, and circle them.

1. English - equator	2. report - round
escape	restore
edge	rubber
enjoyment	registration
entertain	rooster
escapade	recreation

Part 2.

Directions: Attached (p. 3) you will find a copy of a dictionary page which you will need to use to answer some of the following questions:

1. What are the guide words on this dictionary page?

______________________ ______________________

2. Circle the pronunciation key on the dictionary page.
3. Circle the definition(s) for carbon copy.
4. How many definitions does the word carcass have?______________
5. Look at the entry for carbonize. If you needed to add -ing to carbonize, how would it be spelled?______________________
6. If you wanted to add -tion to carbonate, how would you write the word? ______________________________________

Part 3.

Directions: Using the pronunciation key, figure out how to pronounce these words. Say them to an instructor.

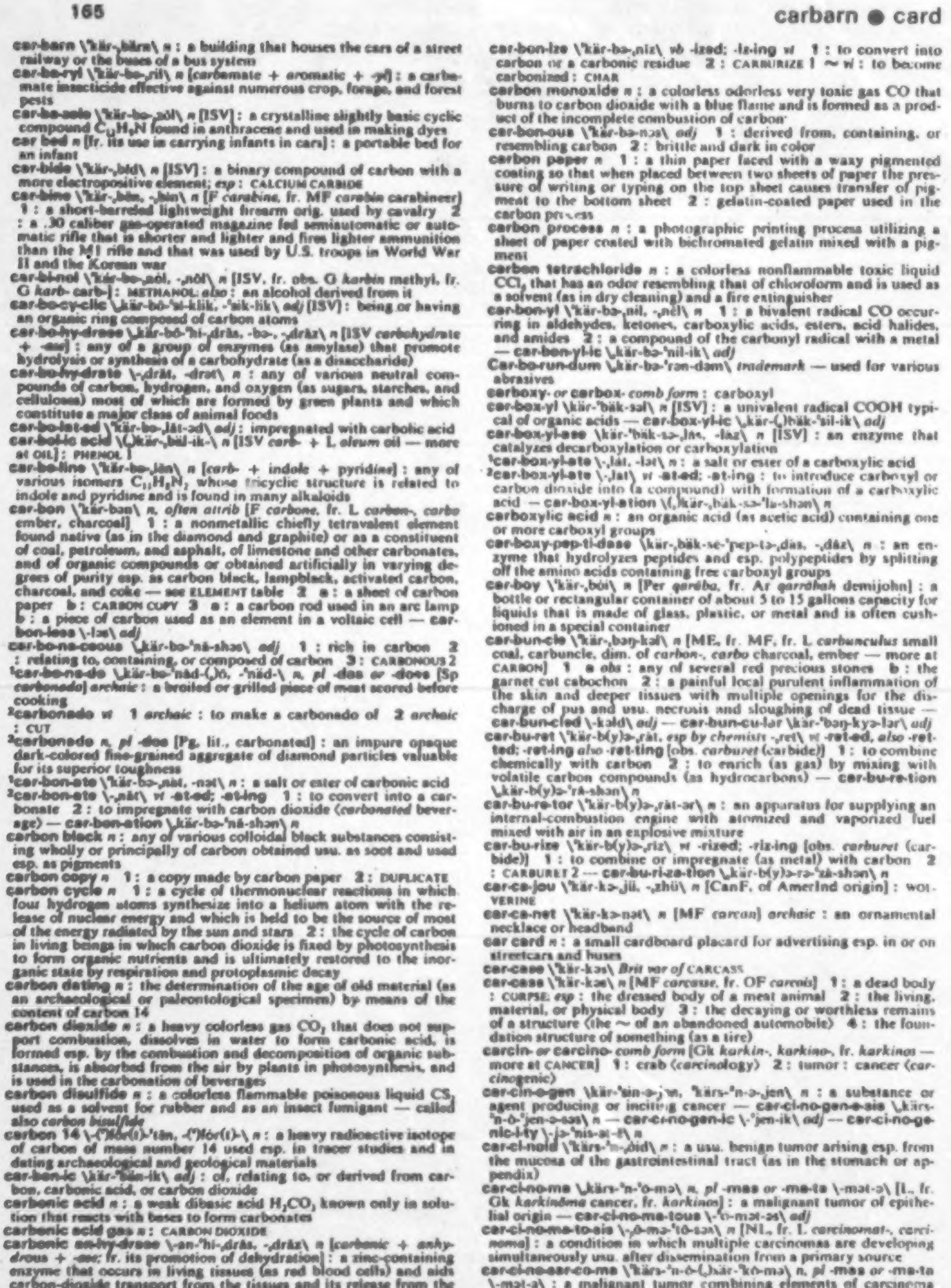
1. /'rȯ-hīd/

2. /'ōd-dē-əs/

3. /'rek-ig-nīz/

4. /'băth-ər

Mastery: 9+



car·barn \'kär-ˌbärn\ *n* : a building that houses the cars of a street railway or the buses of a bus system

car·ba·ryl \'kär-bə-ˌril\ *n* [*carbamate* + *aromatic* + *-yl*] : a carbamate insecticide effective against numerous crop, forage, and forest pests

car·ba·zole \'kär-bə-ˌzōl\ *n* [ISV] : a crystalline slightly basic cyclic compound $C_{12}H_9N$ found in anthracene and used in making dyes

car bed *n* [fr. its use in carrying infants in cars] : a portable bed for an infant

car·bide \'kär-ˌbīd\ *n* [ISV] : a binary compound of carbon with a more electropositive element; *esp* : CALCIUM CARBIDE

car·bine \'kär-ˌbēn, -ˌbīn\ *n* [F *carabine*, fr. MF *carabin* carabineer] **1** : a short-barreled lightweight firearm orig. used by cavalry **2** : a .30 caliber gas-operated magazine fed semiautomatic or automatic rifle that is shorter and lighter and fires lighter ammunition than the M1 rifle and that was used by U.S. troops in World War II and the Korean war

car·bi·nol \'kär-bə-ˌnȯl, -ˌnōl\ *n* [ISV, fr. obs. G *karbin* methyl, fr. G *karb-* carb-] : METHANOL; *also* : an alcohol derived from it

car·bo·cy·clic \ˌkär-bō-'sī-klik, -'sik-lik\ *adj* [ISV] : being or having an organic ring composed of carbon atoms

car·bo·hy·drase \ˌkär-bō-'hī-ˌdrās, -bə-, -ˌdrāz\ *n* [ISV *carbohydrate* + *-ase*] : any of a group of enzymes (as amylase) that promote hydrolysis or synthesis of a carbohydrate (as a disaccharide)

car·bo·hy·drate \-ˌdrāt, -drət\ *n* : any of various neutral compounds of carbon, hydrogen, and oxygen (as sugars, starches, and celluloses) most of which are formed by green plants and which constitute a major class of animal foods

car·bo·lat·ed \'kär-bə-ˌlāt-əd\ *adj* : impregnated with carbolic acid

car·bol·ic acid \(ˌ)kär-ˌbäl-ik-\ *n* [ISV *carb-* + L *oleum* oil — more at OIL] : PHENOL 1

car·bo·line \'kär-bə-ˌlēn\ *n* [*carb-* + *indole* + *pyridine*] : any of various isomers $C_{11}H_8N_2$ whose tricyclic structure is related to indole and pyridine and is found in many alkaloids

car·bon \'kär-bən\ *n, often attrib* [F *carbone*, fr. L *carbon-*, *carbo* ember, charcoal] **1** : a nonmetallic chiefly tetravalent element found native (as in the diamond and graphite) or as a constituent of coal, petroleum, and asphalt, of limestone and other carbonates, and of organic compounds or obtained artificially in varying degrees of purity esp. as carbon black, lampblack, activated carbon, charcoal, and coke — see ELEMENT table **2** **a** : a sheet of carbon paper **b** : CARBON COPY **3** **a** : a carbon rod used in an arc lamp **b** : a piece of carbon used as an element in a voltaic cell — **car·bon·less** \-ləs\ *adj*

car·bo·na·ceous \ˌkär-bə-'nā-shəs\ *adj* **1** : rich in carbon **2** : relating to, containing, or composed of carbon **3** : CARBONOUS 2

^{1}**car·bo·na·do** \ˌkär-bə-'nād-(ˌ)ō, -'näd-\ *n, pl* **-dos** *or* **-does** [Sp *carbonada*] *archaic* : a broiled or grilled piece of meat scored before cooking

^{2}**carbonado** *vt* **1** *archaic* : to make a carbonado of **2** *archaic* : CUT

^{3}**carbonado** *n, pl* **-dos** [Pg, lit., carbonated] : an impure opaque dark-colored fine-grained aggregate of diamond particles valuable for its superior toughness

^{1}**car·bon·ate** \'kär-bə-ˌnāt, -nət\ *n* : a salt or ester of carbonic acid

^{2}**car·bon·ate** \-ˌnāt\ *vt* **-at·ed; -at·ing** **1** : to convert into a carbonate **2** : to impregnate with carbon dioxide ⟨*carbonated* beverage⟩ — **car·bon·ation** \ˌkär-bə-'nā-shən\ *n*

carbon black *n* : any of various colloidal black substances consisting wholly or principally of carbon obtained usu. as soot and used esp. as pigments

carbon copy *n* **1** : a copy made by carbon paper **2** : DUPLICATE

carbon cycle *n* **1** : a cycle of thermonuclear reactions in which four hydrogen atoms synthesize into a helium atom with the release of nuclear energy and which is held to be the source of most of the energy radiated by the sun and stars **2** : the cycle of carbon in living beings in which carbon dioxide is fixed by photosynthesis to form organic nutrients and is ultimately restored to the inorganic state by respiration and protoplasmic decay

carbon dating *n* : the determination of the age of old material (as an archaeological or paleontological specimen) by means of the content of carbon 14

carbon dioxide *n* : a heavy colorless gas CO_2 that does not support combustion, dissolves in water to form carbonic acid, is formed esp. by the combustion and decomposition of organic substances, is absorbed from the air by plants in photosynthesis, and is used in the carbonation of beverages

carbon disulfide *n* : a colorless flammable poisonous liquid CS_2 used as a solvent for rubber and as an insect fumigant — called also *carbon bisulfide*

carbon 14 \-(ˈ)fōr(t)-'tēn, -(ˈ)fȯr(t)-\ *n* : a heavy radioactive isotope of carbon of mass number 14 used esp. in tracer studies and in dating archaeological and geological materials

car·bon·ic \kär-'bän-ik\ *adj* : of, relating to, or derived from carbon, carbonic acid, or carbon dioxide

carbonic acid *n* : a weak dibasic acid H_2CO_3 known only in solution that reacts with bases to form carbonates

carbonic acid gas *n* : CARBON DIOXIDE

carbonic an·hy·drase \-an-'hī-ˌdrās, -ˌdrāz\ *n* [*carbonic* + *anhydrous* + *-ase*; fr. its promotion of dehydration] : a zinc-containing enzyme that occurs in living tissues (as red blood cells) and aids carbon-dioxide transport from the tissues and its release from the blood in the lungs by catalyzing the reversible hydration of carbon dioxide to carbonic acid

car·bon·if·er·ous \ˌkär-bə-'nif-(ə-)rəs\ *adj* **1** : producing or containing carbon or coal **2** *cap* : of, relating to, or being the period of the Paleozoic era between the Devonian and the Permian or the corresponding system of rocks that includes coal beds — **Carboniferous** *n*

car·bo·ni·um \kär-'bō-nē-əm\ *n* [*carb-* + *-onium*] : an organic ion carrying a positive charge at a carbon position — compare CARBANION

car·bon·iza·tion \ˌkär-bə-nə-'zā-shən\ *n* : the process of carbonizing; *esp* : destructive distillation (as of coal)

car·bon·ize \'kär-bə-ˌnīz\ *vb* **-ized; -iz·ing** *vt* **1** : to convert into carbon or a carbonic residue **2** : CARBURIZE 1 ~ *vi* : to become carbonized : CHAR

carbon monoxide *n* : a colorless odorless very toxic gas CO that burns to carbon dioxide with a blue flame and is formed as a product of the incomplete combustion of carbon

car·bon·ous \'kär-bə-nəs\ *adj* **1** : derived from, containing, or resembling carbon **2** : brittle and dark in color

carbon paper *n* **1** : a thin paper faced with a waxy pigmented coating so that when placed between two sheets of paper the pressure of writing or typing on the top sheet causes transfer of pigment to the bottom sheet **2** : gelatin-coated paper used in the carbon process

carbon process *n* : a photographic printing process utilizing a sheet of paper coated with bichromated gelatin mixed with a pigment

carbon tetrachloride *n* : a colorless nonflammable toxic liquid CCl_4 that has an odor resembling that of chloroform and is used as a solvent (as in dry cleaning) and a fire extinguisher

car·bon·yl \'kär-bə-ˌnil, -ˌnēl\ *n* **1** : a bivalent radical CO occurring in aldehydes, ketones, carboxylic acids, esters, acid halides, and amides **2** : a compound of the carbonyl radical with a metal — **car·bon·yl·ic** \ˌkär-bə-'nil-ik\ *adj*

Car·bo·run·dum \ˌkär-bə-'rən-dəm\ *trademark* — used for various abrasives

carboxy- *or* **carbox-** *comb form* : carboxyl

car·box·yl \kär-'bäk-səl\ *n* [ISV] : a univalent radical COOH typical of organic acids — **car·box·yl·ic** \ˌkär-(ˌ)bäk-'sil-ik\ *adj*

car·box·yl·ase \kär-'bäk-sə-ˌlās, -ˌlāz\ *n* [ISV] : an enzyme that catalyzes decarboxylation or carboxylation

^{1}**car·box·yl·ate** \-ˌlāt, -lət\ *n* : a salt or ester of a carboxylic acid

^{2}**car·box·yl·ate** \-ˌlāt\ *vt* **-at·ed; -at·ing** : to introduce carboxyl or carbon dioxide into (a compound) with formation of a carboxylic acid — **car·box·yl·ation** \(ˌ)kär-ˌbäk-sə-'lā-shən\ *n*

carboxylic acid *n* : an organic acid (as acetic acid) containing one or more carboxyl groups

car·boxy·pep·ti·dase \kär-ˌbäk-sē-'pep-tə-ˌdās, -ˌdāz\ *n* : an enzyme that hydrolyzes peptides and esp. polypeptides by splitting off the amino acids containing free carboxyl groups

car·boy \'kär-ˌbȯi\ *n* [Per *qarāba*, fr. Ar *qarrābah* demijohn] : a bottle or rectangular container of about 5 to 15 gallons capacity for liquids that is made of glass, plastic, or metal and is often cushioned in a special container

car·bun·cle \'kär-ˌbəŋ-kəl\ *n* [ME, fr. MF, fr. L *carbunculus* small coal, carbuncle, dim. of *carbon-*, *carbo* charcoal, ember — more at CARBON] **1** **a** *obs* : any of several red precious stones **b** : the garnet cut cabochon **2** : a painful local purulent inflammation of the skin and deeper tissues with multiple openings for the discharge of pus and usu. necrosis and sloughing of dead tissue — **car·bun·cled** \-kəld\ *adj* — **car·bun·cu·lar** \kär-'bəŋ-kyə-lər\ *adj*

car·bu·ret \'kär-b(y)ə-ˌrāt, *esp by chemists* -ˌret\ *vt* **-ret·ed**, *also* **-ret·ted; -ret·ing** *also* **-ret·ting** [obs. *carburet* (carbide)] **1** : to combine chemically with carbon **2** : to enrich (as gas) by mixing with volatile carbon compounds (as hydrocarbons) — **car·bu·re·tion** \ˌkär-b(y)ə-'rā-shən\ *n*

car·bu·re·tor \'kär-b(y)ə-ˌrāt-ər\ *n* : an apparatus for supplying an internal-combustion engine with atomized and vaporized fuel mixed with air in an explosive mixture

car·bu·rize \'kär-b(y)ə-ˌrīz\ *vt* **-rized; -riz·ing** [obs. *carburet* (carbide)] **1** : to combine or impregnate (as metal) with carbon **2** : CARBURET 2 — **car·bu·ri·za·tion** \ˌkär-b(y)ə-rə-'zā-shən\ *n*

car·ca·jou \'kär-kə-ˌjü, -ˌzhü\ *n* [CanF, of AmerInd origin] : WOLVERINE

car·ca·net \'kär-kə-nət\ *n* [MF *carcan*] *archaic* : an ornamental necklace or headband

car card *n* : a small cardboard placard for advertising esp. in or on streetcars and buses

car·case \'kär-kəs\ *Brit var of* CARCASS

car·cass \'kär-kəs\ *n* [MF *carcasse*, fr. OF *carcois*] **1** : a dead body : CORPSE; *esp* : the dressed body of a meat animal **2** : the living, material, or physical body **3** : the decaying or worthless remains of a structure ⟨the ~ of an abandoned automobile⟩ **4** : the foundation structure of something (as a tire)

carcin- *or* **carcino-** *comb form* [Gk *karkin-*, *karkino-*, fr. *karkinos* — more at CANCER] **1** : crab ⟨*carcinology*⟩ **2** : tumor : cancer ⟨*carcinogenic*⟩

car·cin·o·gen \kär-'sin-ə-jən, 'kärs-ᵊn-ə-ˌjen\ *n* : a substance or agent producing or inciting cancer — **car·ci·no·gen·e·sis** \ˌkärs-ᵊn-ō-'jen-ə-səs\ *n* — **car·ci·no·gen·ic** \-'jen-ik\ *adj* — **car·ci·no·ge·nic·i·ty** \-jə-'nis-ət-ē\ *n*

car·ci·noid \'kärs-ᵊn-ˌȯid\ *n* : a usu. benign tumor arising esp. from the mucosa of the gastrointestinal tract (as in the stomach or appendix)

car·ci·no·ma \ˌkärs-ᵊn-'ō-mə\ *n, pl* **-mas** *or* **-ma·ta** \-mət-ə\ [L, fr. Gk *karkinōma* cancer, fr. *karkinos*] : a malignant tumor of epithelial origin — **car·ci·no·ma·tous** \-'ō-mət-əs\ *adj*

car·ci·no·ma·to·sis \-ˌō-mə-'tō-səs\ *n* [NL, fr. L *carcinomat-*, *carcinoma*] : a condition in which multiple carcinomas are developing simultaneously usu. after dissemination from a primary source

car·ci·no·sar·co·ma \'kärs-ᵊn-ō-(ˌ)sär-'kō-mə\ *n, pl* **-mas** *or* **-ma·ta** \-mət-ə\ : a malignant tumor combining elements of carcinoma and sarcoma

car coat *n* : a three-quarter-length overcoat

^{1}**card** \'kärd\ *vt* : to cleanse, disentangle, and collect together (as fibers) by the use of a card preparatory to spinning — **card·er** *n*

ə abut	ᵊ kitten	ər further	a back	ā bake	ä cot, cart	
au̇ out	ch chin	e less	ē easy	g gift	i trip	ī life
j joke	ŋ sing	ō flow	ȯ flaw	ȯi coin	th thin	t͟h this
ü loot	u̇ foot	y yet	yü few	yu̇ furious	zh vision	

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USING AN INDEX

(1) and (2) Directions to the instructor:

1. Ask the student to tell you the purpose of an index.
2. Ask the student how an index is arranged
3. Give the student a book with an index and have her/him show you where the index is.

(3) Directions to the Student:

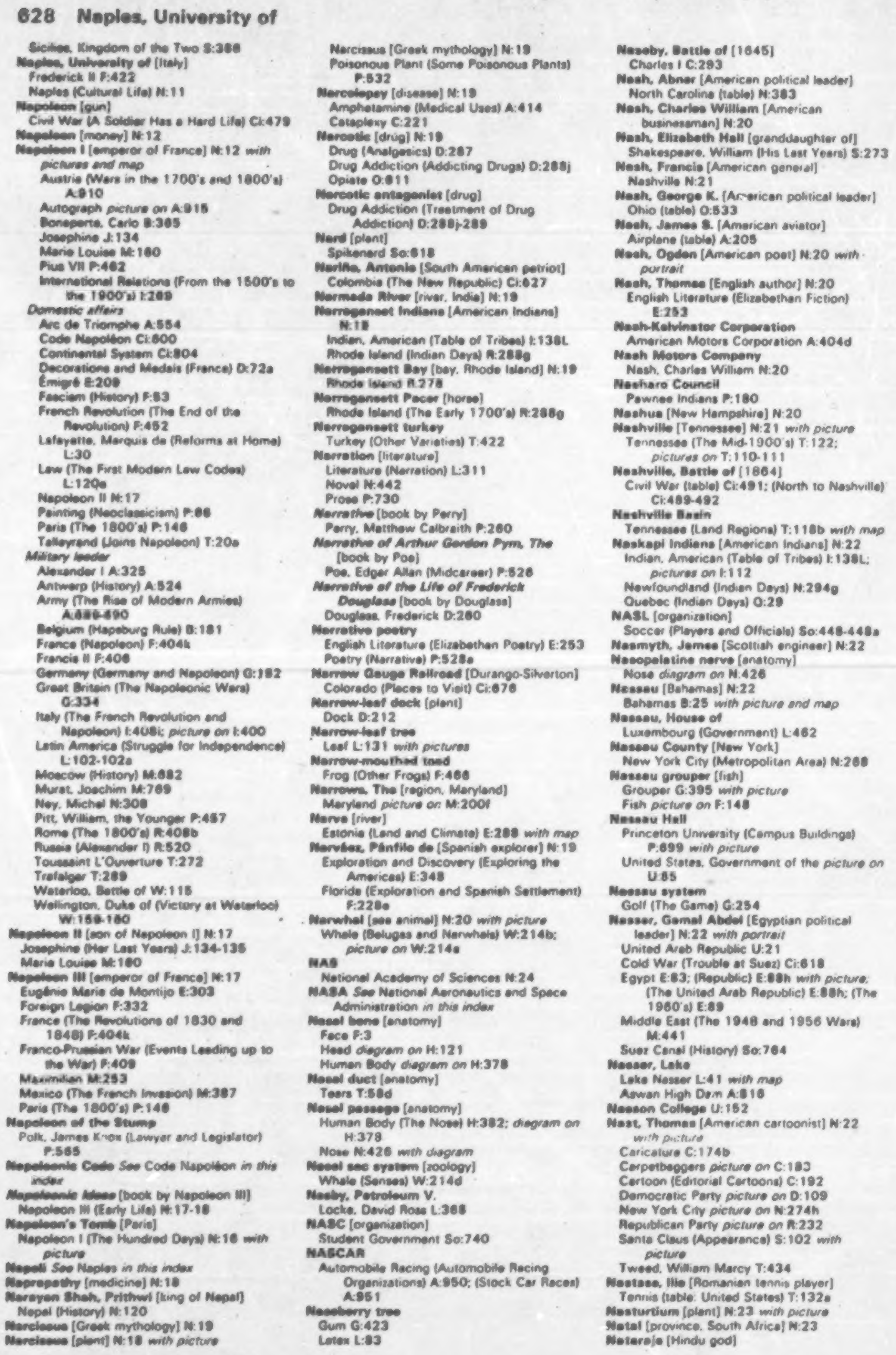
Read the sentences below. Then look at the copy of an index page from the World Book Encyclopedia found on page 2. Use it to complete these questions.

1. There are ________________________subtopics under the topic, Narcotic (drug).
2. Where would you find a picture of a Narwhal?____________________
3. To find out about Napoleon I's army, you would look under what topic?____

   Then you would look under the subtopic__________________________
4. Does this index page tell you on what page to find information about NASA? ______________________
5. To find out about narcotic drug addiction you would look under what topic?____

   Then you would look under the subtopic__________________________
6. Where would you find a picture of Ogden Nash?____________________
7. Where would you find a diagram of the nasal bone in a human?____________

Mastery: On (1) and (2): 100% Correct
On (3): 5+ correct



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INTERPRETING GRAPHICS OR OR READING GRAPHS AND CHARTS

Figure 1. United States Airborne* Exports of Merchandise

EXPORTED TO:	1964		1965	
	(value in millions of dollars)	(pounds in millions)	(value in millions of dollars)	(pounds in millions)
North America	269	107	366	127
South America	154	59	194	71
Europe	748	105	1,284	182
Asia	136	18	236	29
Australia & Oceania	29	3	52	5
Africa	21	5	36	7

*Airborne = carried by airplanes

1. Which continent received the most dollars worth of exports in 1964?

2. Did it receive more or less in 1965 than in 1964?

3. How many times greater is the amount of exports (in pounds) that went to Asia in 1964 than the amount of exports (in pounds) that went to Australia and Oceania?

4. What was the average number of pounds of exports to South America over the two years?

5. The increase in airborne exports from 1964 to 1965 might indicate that:

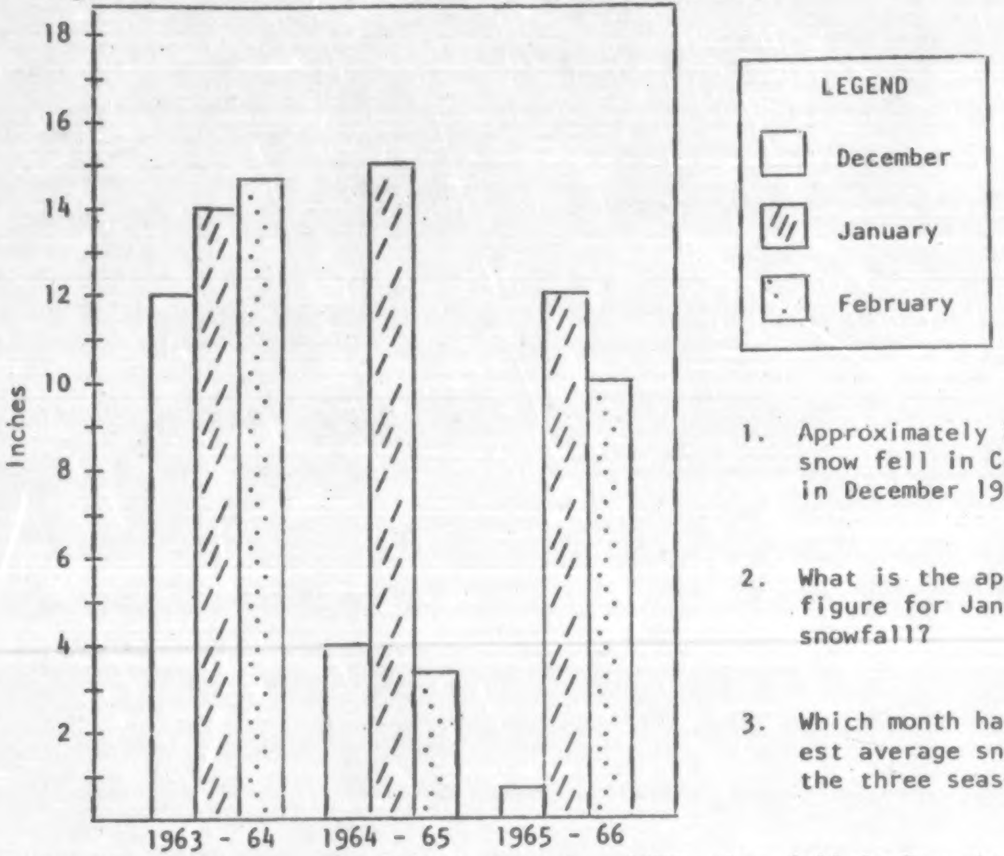
______a. more firms are shipping by air

______b. the overall volume of exports has increased

______c. both of the above

______d. none of the above

Figure 2. Snowfall in Central Park, New York City



1. Approximately how much snow fell in Central Park in December 1963?

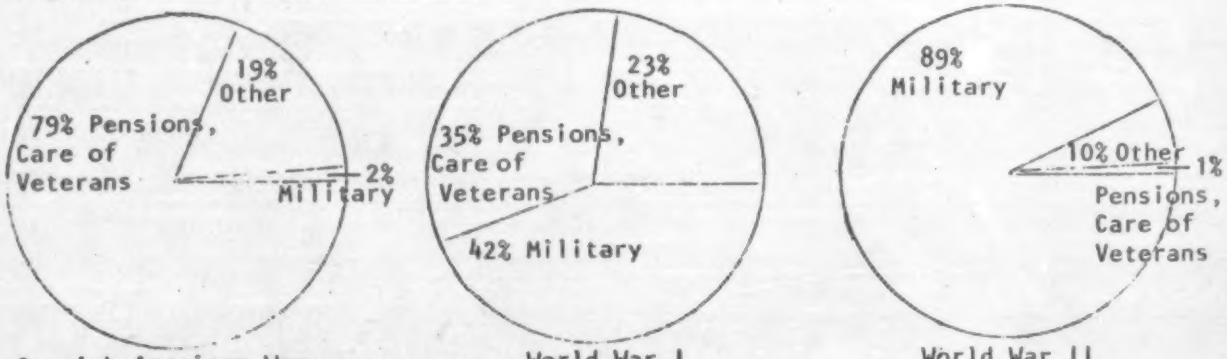
2. What is the approximate figure for January 1966 snowfall?

3. Which month has the highest average snowfall for the three seasons?

4. How much more snow fell in December 1973, than fell in December 1964?

5. How many times greater was the snowfall in December 1964, than in December 1965?

Figure 3. Cost of Wars to the United States



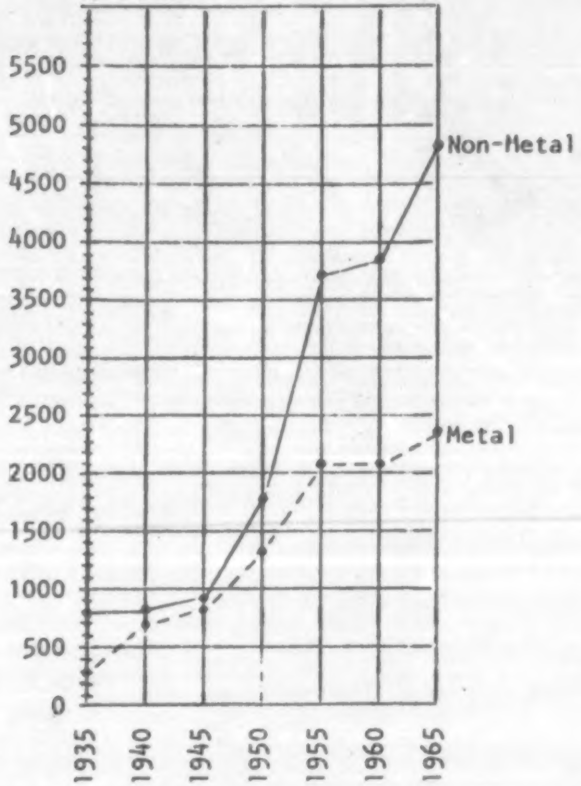
Spanish American War World War I World War II

1. During which war was the largest percentage of cost spent on military expenditures?

2. During which war did the largest percentage go to pensions and care of veterans?

Figure 4. Mineral Production Value In the United States

(in millions of dollars)



1. How much money was spent on metals in 1965?

2. In 1940, how much more money was spent on non-metals than on metals?

3. On which type of mineral was more money spent between 1955 and 1960?

4. In which year was the difference between the money spent on metals and that spent on non-metals the largest?

5. Realizing that metals are an important raw material in the manufacture of automobiles, you would expect that the period between 1945 and 1955 corresponds to a period of:

_____a. markedly increased automobile production

_____b. relative stability in automobile production

_____c. slow rate of decrease in automobile production

Mastery: 12+

Adapted from: Job Corps Advanced General Education Program, Screening Test, Level 2, Unit 1, November 1969.

READING MAPS

The three maps on page 2 give you three different views of the Panama Canal. Use the maps to answer the questions below.

1. About how many miles long is the Panama Canal?____________________________

2. The Caribbean Sea is which direction from the Canal? Circle one:

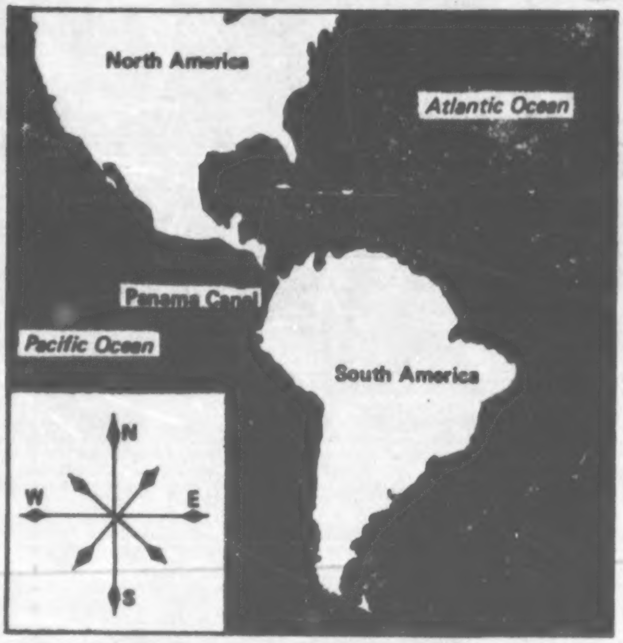
    1. North
    2. South
    3. East
    4. West

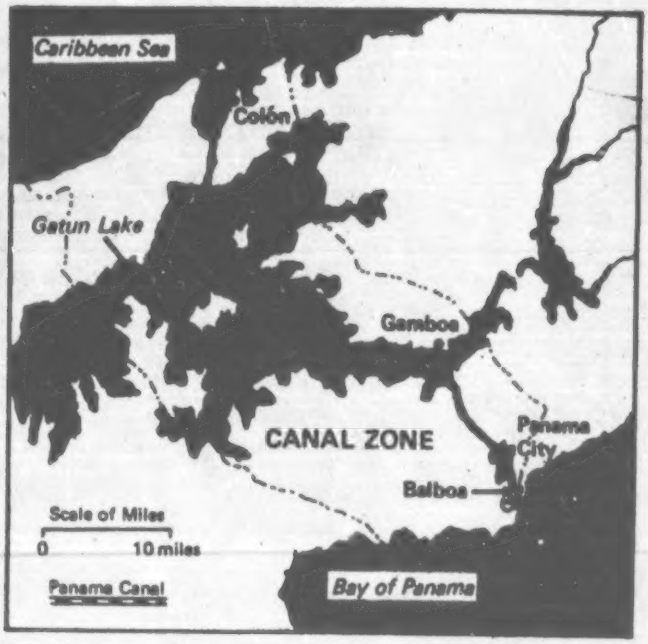
3. The Caribbean Sea leads into what ocean?__________________________________

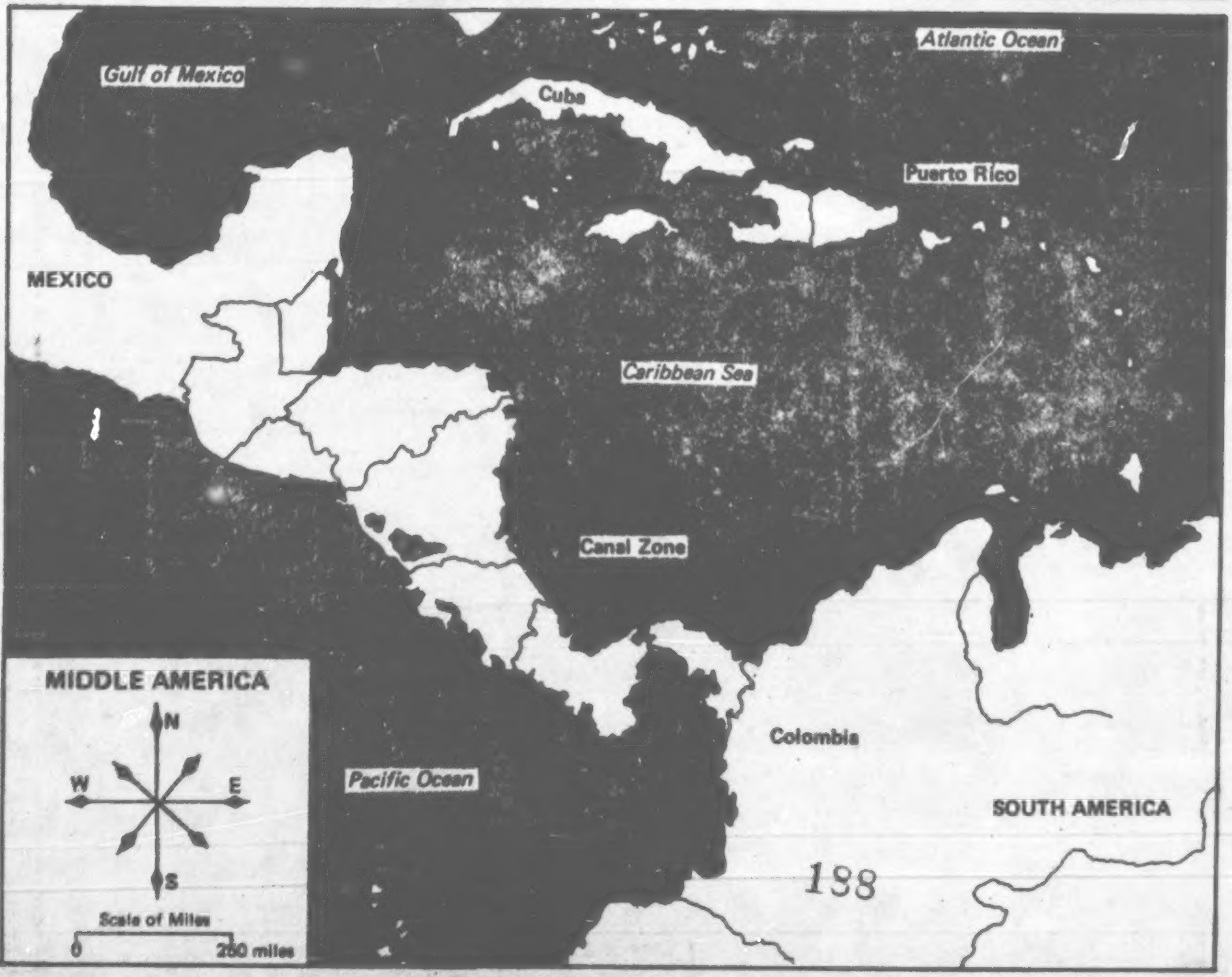
4. Into what ocean does the Bay of Panama lead?______________________________

5. What is the Capital city of Panama? _______________________________________

    1. Colon
    2. Gamboa
    3. Panama City
    4. Balboa


North America
Atlantic Ocean
Panama Canal
Pacific Ocean
South America
N
W
E
S


Caribbean Sea
Colón
Gatun Lake
Gamboa
CANAL ZONE
Panama City
Balboa
Scale of Miles
0
10 miles
Panama Canal
Bay of Panama


Gulf of Mexico
Atlantic Ocean
Cuba
Puerto Rico
MEXICO
Caribbean Sea
Canal Zone
MIDDLE AMERICA
N
W
E
S
Scale of Miles
0
200 miles
Pacific Ocean
Colombia
SOUTH AMERICA

Use a globe and the map of the world on page 4 to answer the following questions:

6. What country is located at 100° West Longitude and 40° North Latitude?

7. To get from Greenland to Iceland, you would need to travel:

   a. Northwest

   b. Northeast

   c. Southwest

   d. Southeast

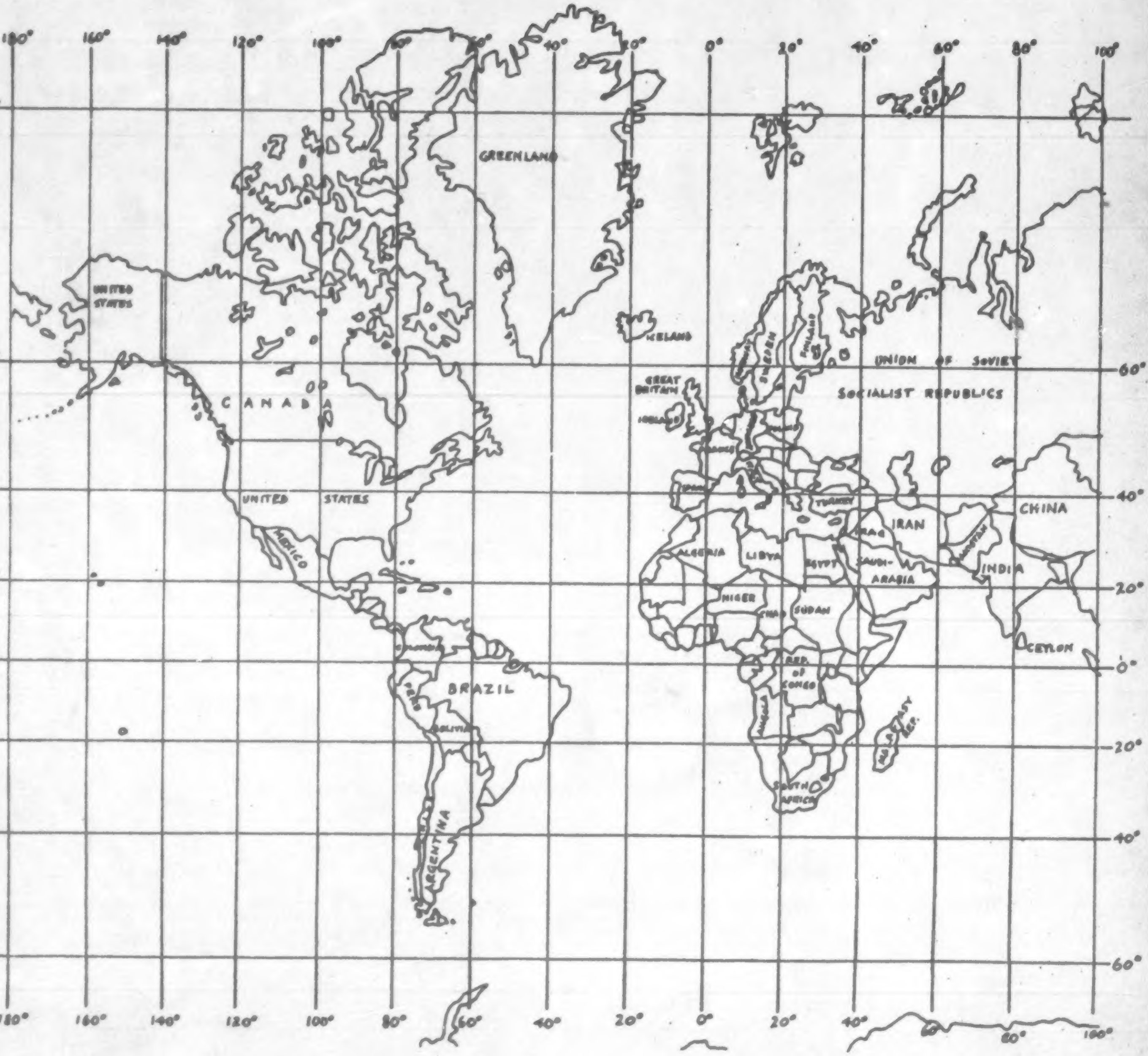
8. The Equator runs through:

   a. The United States of America

   b. Iran

   c. South Africa

   d. Brazil


180°
160°
140°
120°
100°
80°
60°
40°
20°
0°
20°
40°
60°
80°
100°
80°
60°
40°
20°
0°
20°
40°
60°
GREENLAND
UNITED STATES
CANADA
ICELAND
GREAT BRITAIN
IRELAND
SWEDEN
FINLAND
UNION OF SOVIET SOCIALIST REPUBLICS
SPAIN
TURKEY
IRAN
IRAQ
CHINA
INDIA
CEYLON
MEXICO
ALGERIA
LIBYA
EGYPT
SAUDI-ARABIA
NIGER
CHAD
SUDAN
REP. OF CONGO
ANGOLA
MALAGASY REP.
SOUTH AFRICA
COLOMBIA
BRAZIL
PERU
BOLIVIA
ARGENTINA

From: Advanced General Education Program: A High School Self-Study Program. Job Corps. Level 1, Unit 2, Lesson 1, p. 42, Nov. 1979.

USING THE LIBRARY

Use the college library to answer the following questions.

1. Find the book with the following call number and list the author and title:

RC
489
T7
H37
1973

Title:

Author:

2. Find the reference book with the following call number. List its title:

Ref.
AG
243
G87

Title:

Directions: Using the card catalog, look for a book on each of the following subjects. List the subject heading under which you you found the book. Also give the call number for the first book listed in the card catalog under that heading.

	Subject Heading	Call Number
3. Nuclear Power		
4. Marihuana		

Directions: Use an encyclopedia to answer questions 5 and 6. List the encyclopedia used, the volumes and the page numbers.

5. How many miles away from Earth is the Moon?

Answer: ____

Encyclopedia: ____________________________ Volume: ________ Page: ________

6. How can you recognize a vampire bat?

Answer: ____

Encyclopedia: ____________________________ Volume: ________ Page: ________

7. What is the title of a dictionary found in the college library?

8. Using a dictionary, explain the meaning of ivory tower.

Directions: Suppose you have to write a report on the following people. What source of information besides an encyclopedia could you use? Give the titles of the biographical reference books. Hint: Ask a librarian for assistance.

9. Margaret Sanger (American; born 1883):

10. A recent American president:

Directions: In the lastes Reader's Guide to Periodical Literature, find the topic smoking and list two magazines in which you can find articles about how to quit smoking. Give the issues of the magazines, the page numbers and the titles of the articles.

11. Magazine:____Issue:__________Pages:________

Article title:____

12. Magazine:____Issue:__________Pages:________

Article title:____

Mastery: 10+

APPENDIX E

SELECTED WORKSHEETS

To the instructor: You will need to provide a packet of letters for use with this assignment.

Directions: Use the letters to make each of these words.

on

no

was

saw

but

tub

top

pot

ten

net

D1a3 Worksheet 2

Directions: Draw a line between words that are the same.

stop
on
lap
pal
ton
pots
no
not
how
now

ton
pal
stop
now
lap
not
no
pots
on
how

Directions: Circle the word in each line that is like the one in the box.

1. tub — but tub utb
2. dab — dab bad abd
3. on — no on no
4. not — ton tno not
5. am — am ma ma
6. who — how owh who
7. rats — rats star tars
8. was — saw was aws

Tongue Twisters

1. Close the words with sh.

   __ __ e sells sea__ __ells down by the sea__ __ore.

2. Close these words with th.

   __ __is __ __ing __ __inks it's __ __umb is __ __in.

3. Close these words with ph.

   __ __il __ __oned Fanny about the __ __oto.

4. Now say each tongue twister as fast as you can. Say them to a teacher. Have a teacher say them to you!

Directions: Fill in the blanks, using words from the list below.

I ________________ a good show last __________________.

It was ________________ a family who had lost its ______________ in a fire.

They had to live ____________________friends. But after some time, they had a ___________________with thier friends. Then _________________was nowhere for them to __________________.

D3

Worksheet 2

Directions: Circle one word under the line to finish each sentence.

1. Jim said the dog ran ____________________ the house when
around-almost
she saw you coming.

2. What will we do _______________ the children. They need
again-about
to eat.

3. We need a __________________ around the house to catch the
cat-cot
mice.

4. What did she ___________________ when she called you?
say-said

5. John and Sue ______________________ found me in bed. They
almost-always
came at 7:30 a.m. I got up at 7:00 that day.

/S/ Sound Spelled C or Soft C

The sound /s/ can be spelled in more than one way.

1. /s/ spelled s as in sun.

2. /s/ spelled ss as in pass.

3. /s/ spelled c as in cent.

Look again at 3. Here are some more words with the /s/ sound spelled c. Add as many as you can.

city ______ cycle ______ lace ______ ______ ______ ______ ______

______ ______ ______ ______ ______ ______ ______

In each word circle the letter which comes after the c. What letters are they? _____ _____ _____

When c has an e, i or y after it, the c will have an /s/ sound. This is sometimes called a soft c

Say these nonsense words: cep, dace, pacy, cip.

Over

/j/ Sound Spelled G or Soft G

The sound /j/ can also be spelled in more than one way.

1. /j/ spelled j as in jog.
2. /j/ spelled g as in giant.

Look again at 2. Here are some more words with the /j/ sound spelled g. Add some words to the list.

gym gem George ________ ________ ________

In each word circle the letter which comes after the g. What letters are they? _____ _____ _____

When g has an e, i or y after it, the g may have a /j/ sound. This is sometimes called a soft g. Say these words girl, get, give. Do they have a /j/ sound? _____ No, they have a /g/ sound. They do not follow the pattern.

Say these words . Give the g a /j/ sound. Some of them are nonsense words: gel, gyp, gin, gyth, gen.

Directions: Think of or find words which have each sound.

/ch/	/s/	/wh/	/th/

/ch/ Sound

The /ch/ sound you hear in church and cheese is spelled ch. Sometimes this sound is spelled another way.

Listen for the /ch/ sound as you say the word picture. Do you hear the /ch/? It is spelled with a ______.

Can you think of or find another word which has a /ch/ sound spelled t ? (Hint: chairs, beds, tables)

D4d Worksheet 1

Directions: Find as many words as you can which have these patterns.

bl	cl	fl	gl	pl	sl	br	dr
fr	gr	pr	tr	st	sk	sm	sp
sw	sn	sch	scr	spl	str	thr	kn

Word Change

bl as in black

Directions: Write bl in the spaces to make new words. Say each new word. Do each part like this one. Use the consonant pattern in the circle.

1. same ~~s~~ame _ _ ame
2. made ~~m~~ade _ _ ade
3. fast ~~f~~ast _ _ ast
4. seed ~~s~~eed _ _ eed
5. find ~~f~~ind _ _ ind

---

fl as in fly

1. mat ~~m~~at _ _ at
2. new ~~n~~ew _ _ ew
3. rock ~~r~~ock _ _ ock
4. might ~~m~~ight _ _ ight
5. know ~~kn~~ow _ _ ow

---

gl as in glass

1. bad ~~b~~ad _ _ ad
2. ride ~~r~~ide _ _ ide
3. had ~~h~~ad _ _ ad
4. room ~~r~~oom _ _ oom
5. know ~~kn~~ow _ _ ow

pl as in play

1.	now	~~n~~ow	_ _ ow
2.	may	~~m~~ay	_ _ ay
3.	rum	~~r~~um	_ _ um
4.	fight	~~f~~ight	_ _ ight

---

sl as in sleep

1.	bed	~~b~~ed	_ _ ed
2.	hide	~~h~~ide	_ _ ide
3.	know	~~kn~~ow	_ _ ow
4.	did	~~d~~id	_ _ id
5.	him	~~h~~im	_ _ im

D4d Worksheet 3
br,dr,fr,gr,pr,tr,cr

Word Change

br as in brown

Directions: Write br in the spaces to make new words. Say each new word. Do each part like this one. Use the consonant pattern in the circle.

1. ride ~~r~~ide _ _ ide
2. hand ~~h~~and _ _ and
3. head ~~h~~ead _ _ ead
4. down ~~d~~own _ _ own
5. night ~~n~~ight _ _ ight

---

dr as in drink

1. bank ~~b~~ank _ _ ank
2. make ~~m~~ake _ _ ake
3. bug ~~b~~ug _ _ ug
4. lip ~~l~~ip _ _ ip
5. sink ~~s~~ink _ _ ink

---

fr as in from

1. bee ~~b~~ee _ _ ee
2. night ~~n~~ight _ _ ight
3. by ~~b~~y _ _ y
4. will ~~w~~ill _ _ ill
5. bog ~~b~~og _ _ og

gr as in grass

1. play ~~pl~~ay _ _ ay
2. new ~~n~~ew _ _ ew
3. pin ~~p~~in _ _ in
4. face ~~f~~ace _ _ ace
5. day ~~d~~ay _ _ ay

---

pr as in prize

1. day ~~d~~ay _ _ ay
2. time ~~t~~ime _ _ ime
3. dress ~~dr~~ess _ _ ess
4. him ~~h~~im _ _ im
5. time ~~t~~ime _ _ ime

---

tr as in tree

1. see ~~s~~ee _ _ ee
2. back ~~b~~ack _ _ ack
3. head ~~h~~ead _ _ ead
4. buck ~~b~~uck _ _ uck
5. got ~~g~~ot _ _ ot

---

cr as in cross

1. by ~~b~~y _ _ y
2. back ~~b~~ack _ _ ack
3. down ~~d~~own _ _ own
4. need ~~n~~eed _ _ eed
5. new ~~n~~ew _ _ ew

D4d Worksheet 4
st,sk,sm,sp

Word Change

st as in stop

Directions: Write st in the spaces to make new words. Say each new word. Do each part like this one. Use the consonant pattern in the circle.

1. Bill ~~B~~ill _ _ ill
2. hate ~~h~~ate _ _ ate
3. team ~~t~~eam _ _ eam
4. rub ~~r~~ub _ _ ub

---

sk as in skin

1. late ~~l~~ate _ _ ate
2. lip ~~l~~ip _ _ ip
3. my ~~m~~y _ _ y
4. hit ~~h~~it _ _ it

---

sm as in smile

1. pile ~~p~~ile _ _ ile
2. fell ~~f~~ell _ _ ell
3. art art _ _ art

---

sp as in speed

1. hit ~~h~~it _ _ it
2. bill ~~b~~ill _ _ ill
3. fort ~~f~~ort _ _ ort
4. fly ~~fl~~y _ _ y

D4d Worksheet 5
str,scr,spr,thr

Word Change

str as in street

Directions: Write str in the spaces to make new words. Say each new word. Do each part like this one but use the consonant pattern you find in the circle.

1. saw ~~s~~aw _ _ _ aw
2. may ~~m~~ay _ _ _ ay
3. sing ~~s~~ing _ _ _ ing
4. bike ~~b~~ike _ _ _ ike
5. hide ~~h~~ide _ _ _ ide

---

scr as in screen

1. tub ~~t~~ub _ _ _ ub
2. ham ~~h~~am _ _ _ am
3. map ~~m~~ap _ _ _ ap
4. team ~~t~~eam _ _ _ eam
5. tape ~~t~~ape _ _ _ ape

---

spr as in spring

1. dig ~~d~~ig _ _ _ ig
2. day ~~d~~ay _ _ _ ay
3. see ~~s~~ee _ _ _ ee
4. by ~~b~~y _ _ _ y
5. head ~~h~~ead _ _ _ ead

thr as in throw

1.	hill	~~h~~ill	___ ill
2.	know	~~kn~~ow	___ ow
3.	must	~~m~~ust	___ ust
4.	long	~~l~~ong	___ ong
5.	new	~~n~~ew	___ ew

D4d Worksheet 6
kn, nk, ng

Word Change

kn as in know

Directions: Write kn in the spaces to make new words. Say each new word. Do each part like this one. Use the consonant pattern in the circle.

1. rock ~~r~~ock _ _ ock
2. hit ~~h~~it _ _ it
3. wife ~~w~~ife _ _ ife
4. light ~~l~~ight _ _ ight
5. Bob ~~B~~ob _ _ ob

---

nk as in thank

1. bat ba~~t~~ ba _ _
2. drip dri~~p~~ dri _ _
3. sit si~~t~~ si _ _
4. tap ta~~p~~ ta _ _
5. mit mi~~t~~ mi _ _

---

ng as in hang

1. sit si~~t~~ si _ _
2. flip fli~~p~~ fli _ _
3. rip ri~~p~~ ri _ _
4. sad sa~~d~~ sa _ _

Long Vowels

As you say the alphabet, think about the sound you say as you name the circled letters.

ⓐ b c d ⓔ f g h ⓘ j k l m n ⓞ p q r s

t ⓤ v w x y z

The circled letters are called vowels. When you say the names of the vowels a, e, i, o and u, you make the same sounds as the vowel sounds in:

ate sleep time hope cute

These are called long vowels or name-saying vowels because you hear the name of the vowels.

Say the names of the vowels again. This time think about how your lips, tongue and throat feel as you say them. Say them slowly.

a e i o u

Now say these words again. Think about how your mouth feels as you say the long vowel in each word. Listen to the vowel sound.

āte slēep tīme hōpe cūte

Long vowels or name-saying vowels are usually marked like this in a dictionary:

ā ē ī ō ū

You will find many long vowel words on this page. Read the page again and circle them. Use page 2 of this worksheet to write these words.

Long Vowel Sounds

Directions: Write words with long vowel sounds in the boxes below. Keep this in your folder. Add words as you find them in what you read.

Long vowels are name-saying vowels

/ā/	/ē/	/ī/	/ō/	/ū/
ate	sleep	time	hope	cute

Name ______________________

Date begun ______________________

U4e (2) Worksheet 1

Short Vowels

The vowels (a, e, i, o, u) make what is called a short sound in these words:

at egg in off cut

Say the words below. Think about how your lips, tongue and throat feel as you say the short vowel sounds:

/ă/ - ăt căn săt măn

/ĕ/ - ĕgg Ĕd pĕt răn

/ĭ/ - ĭn hĭt fĭsh lĭttle

/ŏ/ - ŏff ŏn pŏt stŏp

/ŭ/ - cŭt cŭp ŭp dŭck

Now say these pairs of words and feel the change in your mouth. The first word has a short vowel sound but the second one has a long vowel sound.

Short vowel sound	Long or name-saying vowel sound
1. căn	cāne
2. bĕt	bēat
3. pĭn	pīne
4. hŏp	hōpe
5. cŭt	cūte

Vowels with the short sound are usually marked like this:

ă ĕ ĭ ŏ ŭ

Sometimes in a dictionary, there is no mark at all over a vowel with the short sound.

You will find many words with short vowel sounds on these two pages. Read the pages again and circle them. Use page three of this worksheet to write these words.

Short Vowels Sounds

Directions: Write words with Short vowel sounds in the boxes below. Keep this in your folder and keep adding words.

/ă/	/ĕ/	/ĭ/	/ŏ/	/ŭ/
at	egg	in	off	cut

Name ______________________ Date begun ______________________

D4e (1) Worksheet 1,
p. 3

Short Vowel Sounds

Note to the teacher:

There are two pages of activities for each short vowel sound. Be sure the student understands the directions. Also, discuss each one before letting the student proceed.

Short a - /ă/

Here is a lits of places to eat and drink in Walla Walla. Circle the ones with the /ă/ sound as in at.

Red Apple

Pepe's Pizza

Red Steer

Abby's Pizza

Arctic Circle

Black Angus

Breadboard

Iceburg

Steak Out

Pastime

McDonald's

Mr. Ed's

ABC Taco Inn

Two Ways to Spell Short a - /ă/

Look at and say the list of words. All have the /ă/ sound as in bat.

add
am
have
after
dance
animal
chance
apple
candy

Now look at the boxes below. There are 2 ways to spell the /ă/ sound. Put each word from the list in the right box to show how the /ă/ is spelled.

a	a - e
am	chance

Short _e_ - /ĕ/

In the short ĕ envelope are some pictures. Find all the pictures of things which have the /ĕ/ sound as in _red_.

Three Ways to Spell Short e - /ĕ/

Say the list of words. All have the /ĕ/ sound as in end.

end
bed
again
get
head
best
chair
dress
said
dead
against
jet

Now look at the boxes. They show 3 ways to spell the /ĕ/ sound. Put all the words together which have the same spelling of /ĕ/.

e	ea	ai
jet	head	said

Short i - /ĭ/

Here are signs you might see. Circle the ones which have /ĭ/ in them.

Fire

In

Out

Exit

Hospital Zone

First Aid

Slow Traffic Keep Right

Yield

This Lane Closed

Left Turn on This Signal Only

Narrow Bridge

Slide Area

Dentist

Dip in Road

Police

Three Ways to Spell Short i - /ĭ/

Say the list of words. All have the /ĭ/ sound as in it.

big
city
give
children
dish
everybody
bicycle
six
since
live
bridge
sister

Now look at the boxes. They show 3 ways to spell the /ĭ/ sound. Put each word in the box which shows how the /ĭ/ is spelled.

i	y	i - e
big	everybody	give

Short o - /ŏ/*

Here is a list of food and cooking words. Circle the ones with the /o/ sound as in off and in wash.

coffee

table

hot

salt

water

pot

cook

pan

ice box

hot dogs

pop

bottle

spoon

noon

crackers

soup

crock pot

Three Ways to Spell Short o - /ŏ/*

Say the words in the list. All have the /ŏ/ sound as in off.

clock
wash
saw
body
draw
dog
across
ball
walk
law
salt
water

Now look at the 3 ways to spell the /ŏ/ sound. Put the words together in the boxes which have the /ŏ/ spelled alike.

o	a	aw
clock	wash	saw

*Instructor note: This sound is often marked ä in the dictionary. It's very close to the sound marked ȯ as in ball and saw, so these words are included here.

Short u or Schwa /ə/

The sound of the u in bus can be called a short u sound or the schwa sound. There are many ways to spell this sound. Say the list of words. Listen for the /ŭ/ or /ə/ sound. Put a line under the letter or letters you think make the /ŭ/ or /ə/ sound.

but

about

color

away

duck

does

from

money

hunt

across

7 Ways to Spell Short /ŭ/ or the schwa /ə/ Sound

Say the words below. All have the /ŭ/ or /ə/ sound as in up.

even
other
quiet
women

bus
color
money
about

son
of
cut
across

sun
was
papa
love

some
enough
circus
young

done
above
alike
rabbit

There are 7 ways to spell the /ŭ/ or ə sound. Put each word from the list into the right box.

a	e	i	o	u	ou	o - e

D4e (2) Worksheet 4

TO THE INSTRUCTOR: Time the student the first time. Then have the student practice. Time her/him again. The student should work to say the 50 words in 30 seconds or less.

Short to Long Vowel Sounds

Directions: Say each set of words as quickly as you can. The first one in each pair has a short vowel sound. The other one has a long vowel sound.

can - cane
rid - ride
mad - made
tap - tape
tub - tube
kit - kite
pin - pine
dim - dime
cut - cute
slid - slide
fin - fine
rip - ripe

rod - rode
sam - same
hat - hate
rat - rate
us - use
Tim - time
hop - hope
cub - cube
pan - pane
at - ate
not - note
plan - plane

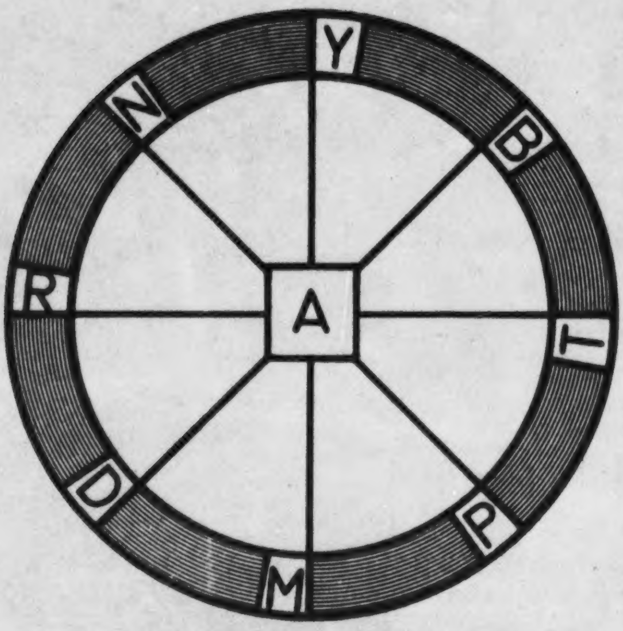
Short or Long

Directions: Say each word. Put it under Short Vowel Sound if the vowel has a short sound. Put it under Long Vowel Sound if the vowel says its name.

late	home	sick	man	me
us	cute	old	set	job
hand	pet	not	cup	dime

Short Vowel Sounds	Long Vowel Sounds

D4e (2) Worksheet 6



How many three-letter words can you find on this wheel? Use "A" for the middle letter and two letters from the rim of the wheel for the first and third. Write the words below. (We get 33 words!)

The Sound of oi and oy

1. Directions: Make lists of words which have the same vowel sound as boy and oil.

Spelled oy	Spelled oi

The Sound of ou and ow

2. Directions: Make lists of words which have the same vowel sound as cow and out.

Spelled ow	Spelled ou

D4e (3) Worksheet 2

1. Directions: Circle the words which have the same vowel sound as toy.

oil

four

boy

enjoy

food

joy

coat

---

2. Directions: (1.) Say these words to yourself.

(2.) Say them to a teacher.

(3.) Work until you can say all of them in 1 minute.

oi (as in oil)

oy (as in boy)

boil	join	toy	coil	point	joy
soil	boy	noise	broil	joint	coin
coy	spoil	moist	toil	point	ointment
Detroit	pointer	boil	join	toy	coil
point	joy	soil	boy	noise	broil
joint	coin	coy	spoil	moist	toil
ointment	Detroit	pointer	boil	join	toy
coil	point	joy	soil	boy	noise
broil	joint				

1. Directions: Circle the words which have the same vowel sound as cow.

how

out

grow

four

now

found

toy

---

2. Directions: (1) Say these words to yourself.

(2) Say them to a teacher.

(3) Work until you can say all of them in 1 minute.

ow (as in cow)

ou (as in out)

owl	plow	bound	mound	south	howl
how	found	sprout	frown	fowl	scowl
scout	ground	hound	town	clown	pound
flour	growl	now	bow	round	count
stout	brown	tower	spout	cloud	crown
mouth	down	wow	sour	proud	owl
plow	bound	mound	south	howl	how
found	sprout	frown	fowl	scowl	scout
ground	hound				

VOWEL SOUND PATTERNS WORKSHEET

1. Add words to the lists.

1. C-V-C	2. C-V-C-E	3. C-V-V-C	4. Final V
not	note	mail	go
fat	Jane	seed	she
sun	bite	meat	sky

2. Check the answers:

a. What sound do most of the words in list 1 have?

Short__________ Long__________ Other__________

b. What sound do most of the words in list 2 have?

Short__________ Long__________ Other__________

c. What sound do most of the words in list 3 have?

Short__________ Long__________ Other__________

d. What sound do most of the words in list 4 have?

Short__________ Long__________ Other__________

3. Talk to the instructor about this work.

When you add s to a word, it changes its meaning. It can make it mean more than one like BOY and BOYS. The word BOYS is plural.

Or the s can make the new word show ownership like THE DOG'S BONE. The 's shows that the bone belongs to the dog. DOG'S is possessive.

Now look at the underlined words below. If the word is plural (means more than one) put it in the plural box. If it is possessive (shows ownership) put it in the possessive box.

1. The sun was shining in Sam's eyes.
2. The dog's collar was missing.
3. All the boys were in school.
4. Where are the girl's shoes?
5. The girls went shopping.
6. Put the pans on the shelf.
7. Where is the pan's lid?
8. The bird's nest was hidden.
9. Can you find the baby's toy?
10. All eyes were on the screen.

Plural (more than 1)	Possessive (belongs to someone or something)

D5b Worksheet 1

CONTRACTIONS

Directions: Fill in the blanks.

1. The n't stands for not, so hasn't means has ________, shouldn't means
   ______________ __________, haven't means __________ ________ .

2. Sometimes 's stands for is, as in it's, so that's means that ______, there's
   means ______________ ______, where's means _________________ ______ .

3. In he'd, she'd, they'd the 'd means would, so he'd means ______ _________________,
   she'd means _________ _______________, and they'd means _____________ _______________

4. In I'll be home, the 'll stands for will so she'll means __________ ______________,
   he'll means ________ __________, they'll means ____________ ___________ .

5. The 've stands for have, so I've means ______ ____________, they've means
   _____________ ____________, we've means ________ _______________ .

CONTRACTION OR POSSESSIVE

1. Sometimes 's means ownership or it belongs to someone or something, so Bob's means that it belongs to Bob. Ann's means that it ____________________

2. Sometimes 's stands for is as in it's, so where's means _______________ _____.
This is a contraction.

3. Put each underlined word in the correct box.

It's mine.

the boy's ball

John's house

There's the car.

Where's Jan?

the dog's bone

Possessive (Shows ownership; belongs to someone or something)	Contraction

C1c Worksheet 1

SYNONYMS

You know that synonyms are words which have nearly the same meanings, and antonyms are words with opposite meanings. You may have used a dictionary to find synonyms and antonyms to use in your written work. A thesaurus is another source of both synonyms and antonyms. Roget's Thesaurus is a popular thesaurus, several copies of which are in the Learning Skills Center. Locate a copy and learn how to use it (ask an instructor for help if necessary!).

A. "Nearly" the Same is Not "Exactly" the Same

Look at the synonyms in the list below. Notice that while they are very close in meaning, they are not exactly the same. Each gives a slightly different shade of meaning.

Word	Synonym	Synonym
damp	*moist*	*wet*
big	*enormous*	*large*

Damp, moist and wet are similar, yet different. Dampness is a very slight wetness; when something is moist it is just barely wet, or just wet on the surface; but when something is wet, it is thoroughly wet (still not as completely wet as something that is drenched, however!).

Something that is enormous is easily recognized as larger than something that is merely big, isn't it? But it is harder to tell between something big and something large.

Now, think of some words of your own, and think of (or look up) synonyms for each of them. Notice again how each synonym is used in a slightly different context.

weak	*faint*	*feeble*
tiny	*small*	
sad		

Choosing Synonyms

Now that you have had a chance to examine some synonyms and notice the slight differences among them, let us look at some of the reasons that writers have for choosing to use synonyms. We will consider four categories:

a) To make the writing more interesting and to avoid repeating one word;
b) For emphasis--to stress a meaning;
c) To further explain something;
d) For comparison, or as an analogy.

a) To Make Writing More Interesting and to Avoid Repeating One Word

Read these two passages and circle the letter of the passage which sounds more interesting.

a) My sister came home at Christmas after working a year in Alaska, and I was glad to see her. Mom and Dad were glad to have her home again. As you might guess, there was one special guy who was glad to see her, too.

b) My sister came home at Christmas after working a year in Alaska, and I was glad to see her. Mom and Dad were happy to have her home again. As you might guess, there was one special guy who was delighted to see her, too.

If you're like most people, you circled passage (b). By using synonyms for "glad", the author has made the passage more interesting for the reader.

Now read the passage below, and write a synonym for the underlined word into each blank space.

I could tell the boss was angry today as soon as she walked in the door and snapped at the secretary. Everyone was tiptoeing around the office, whispering about how ____________________ she was. I decided I'd better wait to ask for a raise until her ____________________ mood had passed.

b) For Emphasis--to Stress a Meaning

Read the following two passages and circle the letter of the passage that stresses how aggravating that boy is to the author.

a) *That boy is the most aggravating youngster when he doesn't get his way.*

b) *That boy is the most aggravating, maddening, irritating youngster when he doesn't get his way.*

You should have circled (b). By using three synonyms in a row, the author has emphasized the feeling of the passage. Notice that in the heading, we have used synonyms (emphasis and stress) together to help you remember this particular reason for using synonyms.

Now, read the following sentences and fill each blank with a synonym for the underlined word.

1. *That blue Porsche is the most beautiful, ______________________, ______________________ car I have ever seen!*

2. *Now that my niece has grown up, she isn't the whining, ________________ brat that she was at age 8.*

3. *We get so tired of these foggy, ______________________, ______________________ winter days!*

4. *The old farmer has been doing battle with those pesty, ______________________ gophers for years now.*

c) To Further Explain Something

Read these two passages and notice that the second one further explains how to make a snowball, by using synonyms for pressing.

a) *A snowball is made by rolling and pressing some snow into a ball.*

b) *A snowball is made by rolling and pressing some snow into a ball. More snow is added and more packing is done. The warmth from the hands and the compressing melt the outer layer of snow. It freezes when the squeezing stops. Then more snow is added and pressing is repeated until you have a snowball.*

What are the synonyms used in this second passage? Write them here:

Now, write your own "how-to" below, using at least three synonyms. You may choose from the topics listed here, or any that you can think of.

Drawing a picture
Cutting something out of fabric or paper
Planting seeds
Transplanting young plants
Cleaning a room
Buying a pair of shoes

d) For Comparison, or As An Analogy

Read the following two passages, and circle the letter of the passage which uses a comparison to add depth to the scene being described.

a. *For fear of being discovered on the ranch without permission, he was wary.*

b. *For fear of being discovered on the ranch without permission, he was wary as a cautious deer being stalked by a hunter.*

You should have circled letter (b), since this passage paints a more vivid picture in your mind by using comparative synonyms (wary and cautious). This is also known as analogy, since the man is being compared with a deer in a somewhat similar situation.

Complete the following sentences, adding comparative synonyms and creating analogies in order to bring the ideas to life.

1. *The woman looked as old as the* ____________________ *house that she lived in.*

2. *We rowed across a pond that was as smooth as the* ____________________ *surface of a mirror.*

3. *On the Fourth of July, it was as hot as the* ____________________ *firecrackers that cascaded through the sky.*

4. *This morning, we are as busy as* ____

____.

You might have noticed that all the sentences in that section had comparisons formed with the words "as ( ) as..." (*as old as...; as smooth as..., etc.*). Sometimes we wish to make our analogy even more direct, as in this sentence:

It is so cold in here--it's an icebox!

While "icebox" isn't technically a synonym for "cold", it does present the same idea! We have left out the words "as frigid as" and simply jumped to calling the room an icebox. See if you can create some of your own "direct" analogies here:

5. ____

6. ____

ANTONYMS

Antonyms are words which have opposite, or nearly opposite, meanings. Look over the following list of antonyms, and then add some of your own to the list. Remember to use a thesaurus for ideas.

Word	Antonym
light	*heavy*
brave	*cowardly*
stability	
joy	
timid	
vague	

Antonyms are chosen by writers when they wish to emphasize by using contrast. Read the following passages and circle each pair of antonyms that is used.

The President said, "As a country we must be mindful, not forgetful; concerned, not uncaring; sharing, not selfish in dealing with the world's starving people."

I am not your enemy; I'm your friend.

Since this candy doesn't sound hollow, it must be solid.

Now write several sentences of your own, emphasizing something in each by contrast (that is, using antonyms).

1. ______________________________

2. ______________________________

3. ______________________________

THE REASONS FOR SYNONYMS AND ANTONYMS

Since this worksheet is a review of the work you have done on the last three, you may wish to go back over your work with synonyms and antonyms before completing this one.

In the following examples, tell why you think the author used the underlined synonyms or antonyms. Put A, B, C, D, or E on the line before each one.

A. to make it more interesting and to avoid repeating a word
B. for emphasis--to stress a meaning
C. for comparison or analogy
D. to explain further
E. for emphasis by contrast

_____1. What a bad deal John got! The boss was really unfair when he cut his hours because John needs that overtime to get along. I think we should all complain about his crummy treatment.

_____2. The small child was dressed like a tiny adult. She even wore go-go boots.

_____3. You're wrong. The boys were helpful, not selfish. They pitched in and cleaned the garage before they took off for the mountains in their new buggy.

_____4. I'm sure Carolyn will win because she's such a cheerful, agreeable, happy person to be around. Everyone likes her.

_____5. First wind the spring. Really twist it tightly, turning it as far as it will go. Then let go of the top and it will spin and spin and spin.

_____6. Our instructor is the most fair, unbiased person when it comes to grades.

_____7. Her voice was not at all steady. On the contrary, it was quite shaky as she began her speech.

_____8. What a hard day I had at school! First, my algebra instructor gave me a rough time over an assignment not completed. Then I had to take a very difficult history exam.

_____9. The old woman's matted hair resembled a tangled mess of yarn.

_____10. To exaggerate well, you must amplify the facts, stretch the truth, and overstate your case.

Cld Worksheet 3

Homophones

Directions: Circle the words which sound the same but are spelled differently. Then write them on the lines to the right.

1. One cent was sent in the envelope. __________ __________
2. They rode down the bumpy road. __________ __________
3. Stay here to hear the music. __________ __________
4. A broken window pane caused Tom's pain. __________ __________
5. Be sure to write the right answer. __________ __________
6. He would like to saw some wood. __________ __________
7. There is their new car. __________ __________
8. Did he use this paddle or that oar? __________ __________
9. Some flour fell on the red flower. __________ __________
10. Did they see the boat on the sea? __________ __________

C1e Worksheet 1

1. Look up abbreviations in the encyclopedia. From the list of common abbreviations given, list 5 which are ones you often see or use.

	Abbreviations	Meaning
a.		
b.		
c.		
d.		
e.		

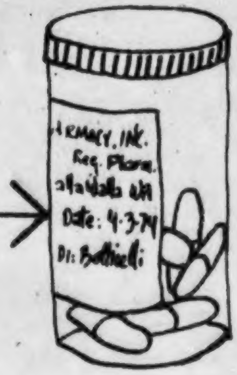
2. From newspapers, magazines, books, posters list 5 abbreviations you find.

	Abbreviations	Meaning
a.		
b.		
c.		
d.		
e.		

READING PRESCRIPTION DRUG LABELS

DIRECTIONS: Look at the labels shown on the worksheet. Each is from a prescription drug. Use the information on the labels to answer the questions; put the answers in the blanks.

NORTHWEST PHARMACY, INC.
Robert Thomas, B.S, Reg. Pharm.
297 Flower Street Walla Walla, WA
Phone 955-3785
No. 8946 Date: 4-3-74
SOPHIA KYRIOS Dr.: BOTTICELLI
ONE TABLET AFTER
MEALS AND BEDTIME

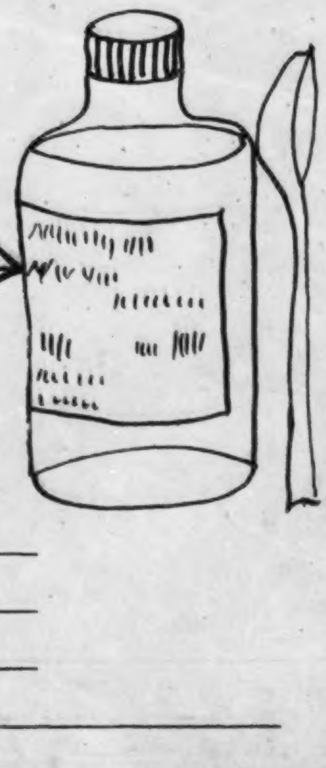


Write the following from the label above:

1. The Doctor's name ______________________
2. The Druggist's name ______________________
3. The date and number ____________________, ____________________
4. The telephone number ______________________
5. The dosage ____

____

SUN DRUGSTORE, INC.
Donald Brooks, B.S., Reg. Pharm.
822 Sixth Street Providence, R.I.
Telephone 994-3847
No. 3566 Date: 5/12/73
RICHARD JONES
ONE TEASPOON EVERY FOUR HOURS.
Physician: MITCHELL



Write the following feom the label above:

1. Sick person's name ______________________________
2. Druggist's name ______________________________
3. Doctor's name ______________________________
4. Address of drugstore ____
5. Dosage

Reading a Telephone Rate Schedule

As you probably know, telephone rates have gone up all over the country. But it is possible to save money on long-distance calls. All you have to do is choose the proper time to make your call. This is the sensible thing to do if your call is not an emergency.

Here is a discount schedule for interstate phone calls. (Inter means between states. For example: New York to Illinois, or Washington to Arizona.) Study this discount chart. Then work out these questions and problems.

Interstate Discount Periods at a Glance

	MON	TUES	WED	THUR	FRI	SAT	SUN
8 A.M. to 5 P.M.	Day rate period. Full Rate						
[illegible]	[illegible]						[illegible]
11 P.M. to 8 A.M.	Night and Weekend rate periods. 60 per cent discount[1]						

[1] Discounts apply to total charges, excluding taxes, for direct-dial station-to-station calls, and to total additional minute charges only for operator-assisted station-to-station and person-to-person calls, with the total charge rounded down to the lower cent. Operator-assisted calls include coin, hotel-guest, credit card or collect, or calls charged to another number.

Note: *The Evening rate applies all day on New Year's Day, July 4, Labor Day, Thanksgiving Day and Christmas Day except in instances where the holiday falls on a Saturday or Sunday, or when calls are placed during Night hours. In these cases the lower Night/Weekend rate applies.*

1. When is it cheapest to make an interstate call? ______________________

____

2. Do you get a discount on taxes if you call between 5 p.m. and 11 p.m.?

____

3. What rate applies on Christmas Day if it comes on a Saturday or Sunday?

____

4. If you call Los Angeles, California, on Friday morning, what rate applies?

____

5. If you call Saturday evening at 6:30 p.m., what rate applies?

____

Reading a Bus Schedule

Directions: Tear page 2 away from this page so that you can use it beside this page. It is a Greyhound Bus Schedule. Use it to answer these questions.

1. Look at the bus schedule. At the bottom are Reference Marks. These explain the markings on the schedule. How can you tell if a bus leaves in the morning (AM)?

2. You have a job interview in Seattle at 2 P.M. What time would you have to leave Walla Walla to be there in time without spending the night before in Seattle?

3. Could you return to Walla Walla later in the day?__________________

   If so, what time would the bus leave Seattle?______________________

SEATTLE—ELLENSBURG—YAKIMA—SPOKANE—WALLA WALLA—PENDLETON

READ DOWN / READ UP

1274	1272	5560	5569	1276	5587	5558	5567	5591	1270	5556	5565	5589	← SCHEDULE Nos. →	5586	1277	5557	5564	1271	5559	5566	5588	5590	5561	5601	1273	5568
													Folder No. 1 **506** 10 28 79													
1140	6 35	5 45		3 15		1 30			9 35	7 00			Lv•**SEATTLE, WASH.** Ar		5 30	1215		6 05	6 45				11 15	11 20	1 45	
▼	6 55	6 05		First Trip Dec. 13, 79		1 50			9 55	7 20			•Bellevue		First Trip Dec. 16, 79	1155		5 45	D6 25				D1055	D1100	D1 25	
1210	7 15	6 30		↓		2 10			1015	7 40			•Issaquah		↑	1135		5 25	D6 05				D1035	D1040	D1 10	
f	f	f				f			f	f			North Bend			f		f	f				f	f	▲	
1 00	8 05	7 20				3 00			1105	8 30			•Snoqualmie Pass			1045		4 35	5 15				9 45	9 55	12 30	
▼	▼	▼				f			▼	f			Easton			▲		▲	HS				▲	▲	▲	
1 40	8 45	8 00				3 40			1145	9 10			•Cle Elum			1000		W3 50	4 30				9 00	D9 50	D1145	
2 10	9 15	8 30		5 30		4 10			1215	9 40			Ar•**Ellensburg** (LB) Lv		3 15	9 30		3 20	4 00				8 30	8 40	11 15	
To Chicago	To Chicago	8 40		To Chicago	6 45	4 15		1 30	To Chicago	9 40			Lv•**Ellensburg** (LB) Ar	2 10	From Chicago	9 25		From Chicago	3 55		4 25		8 25	From Spokane	From Chicago	
		9#45			7 40	5‖10		2 25		10‖35			Ar•**Yakima** Lv	1 15		8 30			3 00		3 30	↗	7 30			
		9 50			7 50	5 55		2 35		11 05		8 45	Lv•**Yakima** Ar	1#00		7‖55			2#45		3 25	7 00	7‖00			
		↓			↓	f		↓		f		f	Union Gap	f		f			f		↑	f	↑			
		f			↓	f		f		f		f	Parker	f		f			f		f	f				
		↓			f	↓		f		↓		f	East Parker	↑		↑			↑		f	↑				
		▼			f	↓		f		↓		▼	Donald								f					
		1008			8 10	6 13		2 55		11 23		8 53	•Wapato	D1242		7 37			2 27		3 02	6 42	6 42			
		▼			▼	▼		▼		▼		▼	Buena	▲		▲			▲		▲	▲	▲			
		1020			8 20	6 25		3 07		11 35		9 15	Ar•**Toppenish** Lv	12 30		7 25			2 15		2 50	6 30	6 30			
		1020			To Portland	6 30		To Portland		11 40		To Portland	Lv•**Toppenish** Ar	From Portland		7 22			2 10		From Portland	From Portland	6 30			
		▼				OC				▼			Buena			f			▲				▲			
		f				f				f			Zillah			f			f				f			
		f				f				f			Granger			f			f				f			
		1055				7 05				12 15			•Sunnyside			6 50			1 40				6 00			
		1110				7 20				12 30			Ar•Grandview Lv			6 35			1 25				5 45			
		1110				7 20				12 30			Lv•Grandview Ar			6 35			12 55				5 45			
		1125				7 35				12 45			Prosser (LB)			6 20			12 40				5 30			
		f				f				f			Kiona			f			f				f			
		1205				8 15				1 25			Ar•**Richland** Lv			5 40			12 01				4 50			
		1205				8 20				1 25			Lv•**Richland** Ar			5 40			11 50				4 50			
		1230				8 45				1 50			Ar•Pasco Lv			5 15			11 35				4 25			
		1230				8 45				1 50			Lv•Pasco Ar			5 10			11 35				4 15			
		HS				9 05				2 10			zWallula			HS			11 15				3 55			
		f				f				f			Touchet Lv			f			f				f			
		↓	7 55			↓	3 45			↓	8 35		Lv•**SPOKANE, WASH.** Ar			↑	1015		↑	4 25			↑			1155
			8 18				4 08				8 58		Spangle				9 50			4 04						1134
			f				f				f		Plaza				f			f						f
			8 32				4 22				9 12		•Rosalia				9 35			3 50						1120
			▼				HS				↓		Thornton				HS			▲						↑
			9 14				5 04						•Colfax				8 50			3 10						↑
			↓				↓				f		Oakesdale				↑			↑						f
											9 49		zGarfield													1045
											10 10		zPalouse													1025
			9 41				5 31				10 30		•Pullman, Wash.				8 20			2 40						1005
			10 01				5 51				10 50		•Moscow, Ida.				8 00			2 20						9 45
			HS				HS				11 14		•Genesee, Ida.				HS			1 50						HS
			10#50				6‖40				11‖40		Ar•**Lewiston** (Clarkston) Lv				7 05			1 20						8 50
			11 05				7 15				12 20		Lv•**Lewiston** (Clarkston) Ar				6‖20			12 49						8 19
			11 55				8 05				1 10		•Pomeroy, Wash.				5 41			12 04						7 34
			f				f				f		Dodge Jct.				f			f						f
			12 45				8 55				2 00		•Dayton				4 55			11 15						6 45
			HS				9 10				2 15		•Waitsburg				HS			11 00						6 30
		1 30	1#25			9 45	9#45			2 50	2#50		Ar•**WALLA WALLA** Lv			4 10	4 15		10 35	10 30			3 15			6 00
			1 40				1000				3 05		Lv•**Walla Walla, Wash.** Ar				4#00			10#15						5 50
			2 00				1020				3 25		•Milton-Freewater, Ore.				3 40			9 55						5 30
			HS				HS				3 36		Weston				HS			9 35						HS
			HS				HS				3 44		•Athena				HS			9 28						5 07
			2 40				1100				4 15		Ar•**PENDLETON, ORE.** Lv				3 00			9 00						4 40

REFERENCE MARKS

AM Light Face Type, **PM Bold Face Type.**

All schedules operate daily unless otherwise noted.

Times shown in ITALICS indicate service via connecting schedule.

Holiday Service will be operated on New Year's Day, Presidents Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving and Christmas.

9—Agency station handling inbound prepaid express only.

•—Full service agency handling tickets, baggage and express, including C.O.D. express.

z—Agency station handling express only, including C.O.D. express.

•—Agency station handling all types of express, except C.O.D. express.

•—Agency station handling tickets, prepaid and collect express, but no C.O.D. express or baggage.

#—Agency handling all inbound express & inbound baggage.

♂—Agency handling inbound express & collect express.

(*LB*) Lock box for handling of express during station's closed hours.

● Bus stop, agency handles baggage only.

⁂ Agency handling inbound prepaid and collect express and inbound baggage.

(a) Agency handling inbound express.

HS Highway stop. Bus does not go into town or via agency.

(s) No passengers may be transported who have both origin and destination between Seattle and Everett and intermediate points on the one hand and Everett and a point three miles east of Skykomish.

OC On call service when necessary to pick up or discharge passengers.

(R) Local passengers between Seattle and Tacoma or Seattle and Everett will be handled only on buses originating at or destined to points south of Tacoma or north or east of Everett and subject to availability of seats.

$—No local service except pick up and discharge of passengers to and from points east of Washougal, except Schedules **5587** and **5586**.

ESuH or ᵛ—Daily except Sunday and Holidays.

t or *ESaDHI*—Daily except Saturday and day before Holidays.

f Flag stop. Bus will stop on signal to pick up and discharge passengers.

#—Rest stop. ‖ Meal stop.

h—Holds for connection.

D Stops **only** to discharge passengers at agency or in town.

♦ Interstate only, no Idaho Intrastate passengers handled.

s Schedule also operates Downtown, The Dalles.

R Will not handle passengers whose entire ride is between points indicated.

X Interstate Highway. Will stop at Interchange for local passengers.

W Stops at agency to discharge passengers or express.

(MT) Mountain Time.

(PT) Pacific Time.

(CT) Central Time.

EMP Empire Lines.

GL Greyhound Lines, Inc.

GLC Greyhound Lines of Canada.

HSL Hamman Stage Line.

INM Intermountain Transportation Company.

NWL Northwestern Stage Line.

PTW Pacific Trailways.

SSL Stevens Stage Line.

TWI Trailways Inc.

YPL Yellowstone Park Lines, Inc.

Thru Bus Service Between

S-C Seattle Chicago.

SL-B Salt Lake City Butte.

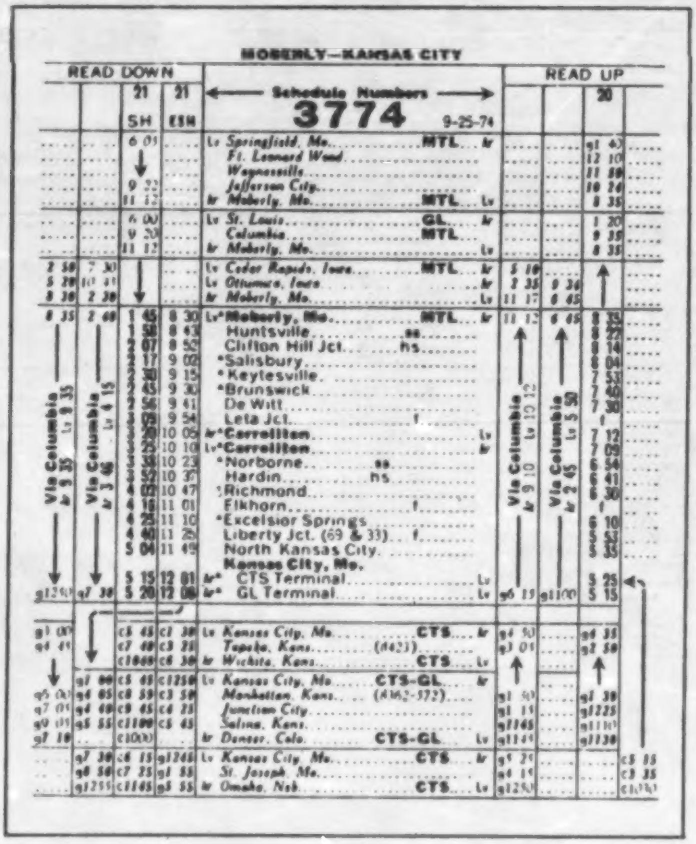
SL-GF Salt Lake City Great Falls.

sSF Spokane San Francisco.

GREYHOUND LINES, INC.

Greyhound Tower
Phoenix, Arizona 85077

Printed in U.S.A. by Russell's Guides



MOBERLY—KANSAS CITY

READ DOWN		21 SH	21 ESH	← Schedule Numbers → 3774 9-25-74	READ UP		20	
.....	.....	6 05	.....	Lv *Springfield, Mo.* .... MTL ... Ar	.....	.....	g1 45	.....
.....	.....	↓	.....	*Ft. Leonard Wood*	.....	.....	12 10	.....
.....	.....		.....	*Waynesville*	.....	.....	11 30	.....
.....	.....	9 22	.....	*Jefferson City*	.....	.....	10 24	.....
.....	.....	11 12	.....	Ar *Moberly, Mo.* .... MTL ... Lv	.....	.....	8 35	.....
.....	.....	6 00	.....	Lv *St. Louis* .... GL ... Ar	.....	.....	1 20	.....
.....	.....	9 20	.....	*Columbia* .... MTL ...	.....	.....	9 35	.....
.....	.....	11 12	.....	Ar *Moberly, Mo.* Lv	.....	.....	8 35	.....
2 50	7 30	↓	.....	Lv *Cedar Rapids, Iowa* .... MTL ... Ar	5 10	.....	↑	.....
5 20	10 41		.....	Lv *Ottumwa, Iowa* .... Ar	2 35	9 34		.....
8 30	2 30		.....	Ar *Moberly, Mo.* Lv	11 17	6 45		.....
8 35	2 40	1 45	8 30	Lv* **Moberly, Mo.** .... MTL ... Ar	11 12	6 45	8 35	.....
│	│	1 58	8 43	Huntsville .... ss	↑	↑	8 22	.....
│	│	2 07	8 52	Clifton Hill Jct. .... hs	│	│	8 14	.....
│	│	2 17	9 02	•Salisbury	│	│	8 04	.....
│	│	2 30	9 15	•Keytesville	│	│	7 53	.....
Via Columbia ar 9 35 Lv 9 35	Via Columbia ar 3 46 Lv 4 15	2 45	9 30	•Brunswick	Via Columbia ar 9 10 Lv 10 12	Via Columbia ar 2 45 Lv 5 50	7 40	.....
│	│	2 56	9 41	De Witt	│	│	7 30	.....
│	│	3 09	9 54	Leta Jct. .... f	│	│	f	.....
│	│	3 20	10 05	Ar* **Carrollton** Lv	│	│	7 12	.....
│	│	3 25	10 10	Lv* **Carrollton** .... Ar	│	│	7 09	.....
│	│	3 38	10 23	•Norborne .... ss	│	│	6 54	.....
│	│	3 52	10 37	Hardin .... hs	│	│	6 41	.....
│	│	4 02	10 47	§Richmond	│	│	6 30	.....
│	│	4 16	11 01	Elkhorn .... f	│	│	f	.....
│	│	4 25	11 10	•Excelsior Springs	│	│	6 10	.....
│	│	4 40	11 25	Liberty Jct. (69 & 33) ... f	│	│	5 53	.....
│	│	5 04	11 49	North Kansas City	│	│	5 35	.....
│	│			**Kansas City, Mo.**	│	│		
↓	↓	5 15	12 01	Ar* CTS Terminal Lv	│	│	5 25	←
g12 50	g7 30	5 20	12 06	Ar* GL Terminal Lv	g6 15	g11 00	5 15	↑
g1 00	↓	c5 45	c1 30	Lv *Kansas City, Mo.* .... CTS ... Ar	g4 50	.....	g4 35	│
g4 45		c7 40	c3 25	*Topeka, Kans.* .... (8423)	g3 01	.....	g2 50	│
↓		c10 00	c6 30	Ar *Wichita, Kans.* .... CTS ... Lv	↑	.....	↑	│
	g1 00	c5 45	c12 50	Lv *Kansas City, Mo.* ..... CTS-GL ... Ar		.....		│
g5 00	g4 05	c8 59	c3 50	*Manhattan, Kans.* ..... (8162-572)	g1 50	.....	g1 30	│
g7 05	g4 40	c9 45	c4 25	*Junction City*	g1 15	.....	g12 25	│
g9 05	g5 55	c11 00	c5 45	*Salina, Kans.*	g11 45	.....	g11 10	│
g7 10	.....	c10 00	.....	Ar *Denver, Colo.* .... CTS-GL ... Lv	g11 45	.....	g11 30	│
.....	g7 30	c6 15	g12 45	Lv *Kansas City, Mo.* .... CTS ... Ar	g5 29	.....	.....	c5 35
.....	g8 50	c7 25	g1 55	*St. Joseph, Mo.*	g4 19	.....	.....	c3 35
.....	g12 55	c11 45	g5 55	Ar *Omaha, Neb.* .... CTS ... Lv	g12 50	.....	.....	c1 00

All trips operate daily unless otherwise noted.
AM—Light Face. **PM—Bold Face.**
Times shown in ITALICS indicate service via connecting trip or trips.

EXPLANATION OF REFERENCE MARKS

CTS or c—Continental Trailways.
GL or g— Greyhound Lines, Inc.
JL—Jefferson Lines.

MTL—MISSOURI TRANSIT.
SHS—Scenic Hawkeye Stages.
SH or §—Sunday and Holidays ONLY.
•—Full Service Terminal.
LB—Lock Box for deposit of express after hours.

ss—Meal stop or rest stop.
f—Flag stop.
hs—Highway stop.
D—Goes into town to discharge only.
ss—Station stop. * or Dly Daily.
ESH or* -Except Sundays and Holidays.

§ or Sun—Sundays only.
§—Checked baggage prepaid and collect express—No C.O.D.
sh-Sun—When Holiday falls on Mon day-Schedule will operate Monday in place of Sunday.

Mrs. James lives in Moberly. She wants to go to Kansas City for a surprise birthday party for her 80 year old mother. If she leaves Moberly at 8:30 a.m. will she arrive in Kansas City before noon?

Her sister will meet her at the Greyhound Lines Terminal. What time should she tell her sister to be there?

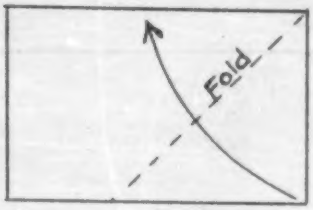
FOLLOWING DIRECTIONS: To make a Paper Cup

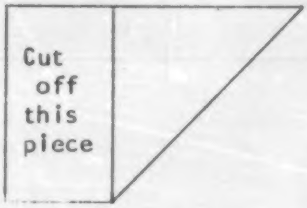
You will need these things:

1 piece of paper
a pair of scissors

Follow these directions:

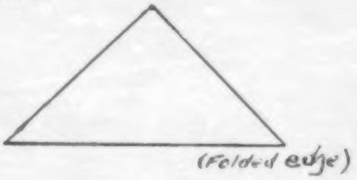
1. To make your piece of paper into a square, fold one corner up and across so that the edges match.



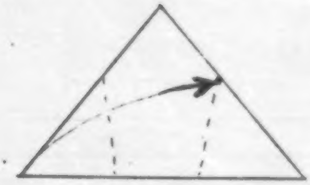


2. Cut the left end away so you have a square folded into a triangle remaining.

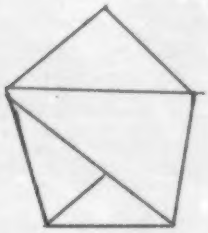
3. Turn the triangle like this:



4. Fold the left corner up to the point where the arrow is.

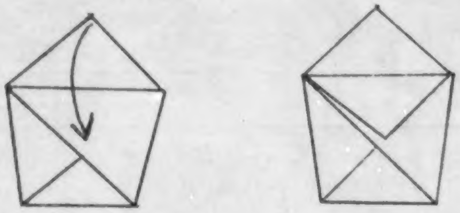


5. Fold the right corner across the left flap so that it looks like this:

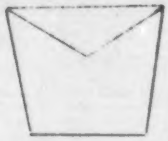


(over)

6. Fold down one top triangular flap on one side.



7. Turn over and repeat with the other top flap.



Will it hold water?

READING TECHNICAL DOCUMENTS--WORDS TO KNOW

Below is a list of words you might find in leases, warranties or credit agreements. They are in alphabetical order.

1. Read the list and the meaning for each one. Circle ones you do not understand.
2. Look for these words as you do the worksheets and activities.

abuse - to harm something

authorized service center - a place where the company says you may send something to be fixed

billing date - date when a bill is sent to you

cancel the lease - when a landlord ends the tenant's right to rent or evicts him

eviction - when a landlord puts a tenant out of an apartment

finance charge - the amount added to your bill for interest or service

interest - money charged, like rent, for using borrowed money

insure - to buy insurance

landlord - person who owns the place that a tenant rents

misuse - to use something wrong

negligence - being careless or not careful

previous balance - what you owed from the month before

replacement - something given to you in place of the thing you bought which does not work

security - money which the tenant pays to a landlord before moving in. It is for damage the tenant might do. The money will be given back if nothing has been abused or damaged.

Over....

service charges - money charged to cover the expenses of handling your account

statement - a monthly bill that shows what you have paid and what you owe

sublease or sublet - when the tenant rents an apartment or house to someone else

tenant - person who lives in a rented place

term - period of time a lease is in effect

void - not any good; no longer in effect

warranty or guarantee - a promise to fix or replace something you buy if it does not work

READING TECHNICAL DOCUMENTS - TRUTH ABOUT CREDIT

In the past, people who bought on credit were told to read the "fine print" in their credit agreements. The seller did not have to make a special effort to tell the buyer what his rights were.

Now, under the law, the seller must spell out clearly the terms of the credit sale. But remember, if you do not read and understand the message, the old proverb still applies--"Let the buyer beware!"

One of these required messages has to do with errors in your bills from the store. Read the statement of your rights on Page 3. Circle any words you do not know. Look for these words on Worksheet 1. If you cannot find them, use a dictionary to look them up. Ask for help if you need it.

Find out the correct procedures for reporting and correcting a billing error. Know your rights and the seller's rights.

Then answer the questions below. You may refer to page 3 as often as you like. You may want to pull these pages apart so that you can look at page 2 as you answer the questions.

1. What law requires that billing mistakes be corrected at once?

2. In what form should you make your inquiry? What will happen if you only telephone?

3. What information should be in your written inquiry?

Over....

4. When it is all right to send along your sales slip?

5. Is there a deadline for making this protest? If so, what is it? How many days do you have to stop automatic payment?

6. How soon after receiving your letter must the seller answer you?

What has to happen within the 90 day time period?

7. What parts of your bill must you pay in any case?

8. What happens to your finance charges if the seller admits the error?

9. What happens if the seller does not follow these rules, but you have done so?

10. What happens if the goods or services that you bought on credit are defective (damaged)?

LONG (FULL) DISCLOSURE NOTICE OF BILLING ERROR RIGHTS

In Case of Errors Or Inquiries About Your Bill

The Federal Truth in Lending Act requires prompt correction of billing mistakes.

If you want to preserve your rights under the Act, here's what to do if you think your bill is wrong or if you need more information about an item on your bill:

Do not write on the bill. On a separate sheet of paper *write* (you may telephone your inquiry but doing so will not preserve your rights under this law) the following:

1. Your name and account number (if any).
2. A description of the error and an explanation (to the extent you can explain) why you believe it is an error.

   If you only need more information, explain the item you are not sure about. Do not send in your copy of a sales slip or other document unless you have a duplicate copy for your records.
3. The dollar amount of the suspected error.
4. Any other information (such as your address) which you think will help to identify you or the reason for your complaint or inquiry.

Send your billing error notice to: Chapel's, Newlights Center, New Town, N.Y. 13212.

Mail it as soon as you can, but in any case, early enough to reach Chapel's within 60 days after the bill was mailed to you. If you have authorized your bank to automatically pay from your checking or savings account any credit card bills from that bank, you can stop or reverse payment on any amount you think is wrong by mailing your notice so Chapel's receives it within 16 days after the bill was sent to you.

Chapel's must acknowledge all letters pointing out possible errors within 30 days of receipt, unless Chapel's is able to correct your bill during that 30 days. Within 90 days after receiving your letter, Chapel's must either correct the error or explain why Chapel's believes the bill was correct. *HOWEVER, YOU REMAIN OBLIGATED TO PAY THE PARTS OF YOUR BILL NOT IN DISPUTE.*

If it is determined that Chapel's had made a mistake on your bill, you will not have to pay any finance charges on any disputed amount. If it turns out that Chapel's has not made an error, you may have to pay finance charges on the amount in dispute, and you will have to make up any missed minimum or required payments on the disputed amount. Unless you have agreed that your bill was correct, Chapel's must send you a written notification of what you owe; and if it is determined that Chapel's did make a mistake in billing the disputed amount, you must be given the time to pay which you normally are given to pay undisputed amounts before any more finance charges or late payment charges on the disputed amount can be charged to you.

If Chapel's does not follow these rules, Chapel's is not allowed to collect the first $50 of the disputed amount and finance charges, even if the bill turns out to be correct.

If you have a problem with property or services purchased with a credit card, you may have the right not to pay the remaining amount due on them, if you first try in good faith to return them or give the merchant a chance to correct the problem. There are two limitations on this right:

You must have bought them in your home state or if not within you home state within 100 miles of your current mailing address; and

The purchase price must have been more than $50.

However, these limitations do not apply if the merchant is owned or operated by the creditor, or if the creditor mailed you the advertisement for the property or services.

(This notice is adapted from the original.)

From: News for You Instructor's Aid, Vol. 4, No. 9

READING A WARRANTY

Many times, something you buy comes with a warranty. This is the company's promise that the product will work properly over a certain amount of time.

On the next page are copies of four warranties. Use the warranties to answer these questions:

1. Which warranty protects the buyer for the longest period of time?

2. When you store away the warranty, what should you store along with it?

3. Suppose you bought a Proctor-Silex iron that didn't work. You don't live near a service center. What do you have to do?

4. Suppose your Sears battery goes dead after you've had it for two winters. It can't be fixed. Is the warranty still any good?

5. The ovenware warranty came with a baking dish that fits into a basket. Are the baking dish and the basket both covered by the warranty? Are they covered for the same amount of time?

6. Which of the following problems would be covered by the warranty?
   a. The knife gets caught in the dishwasher and is bent out of shape.
   b. The ovenware falls off the shelf and is badly chipped.
   c. The ovenware becomes cracked from the oven's high heat.
   d. The car was left sitting out in below-zero cold, and the battery has to be recharged.

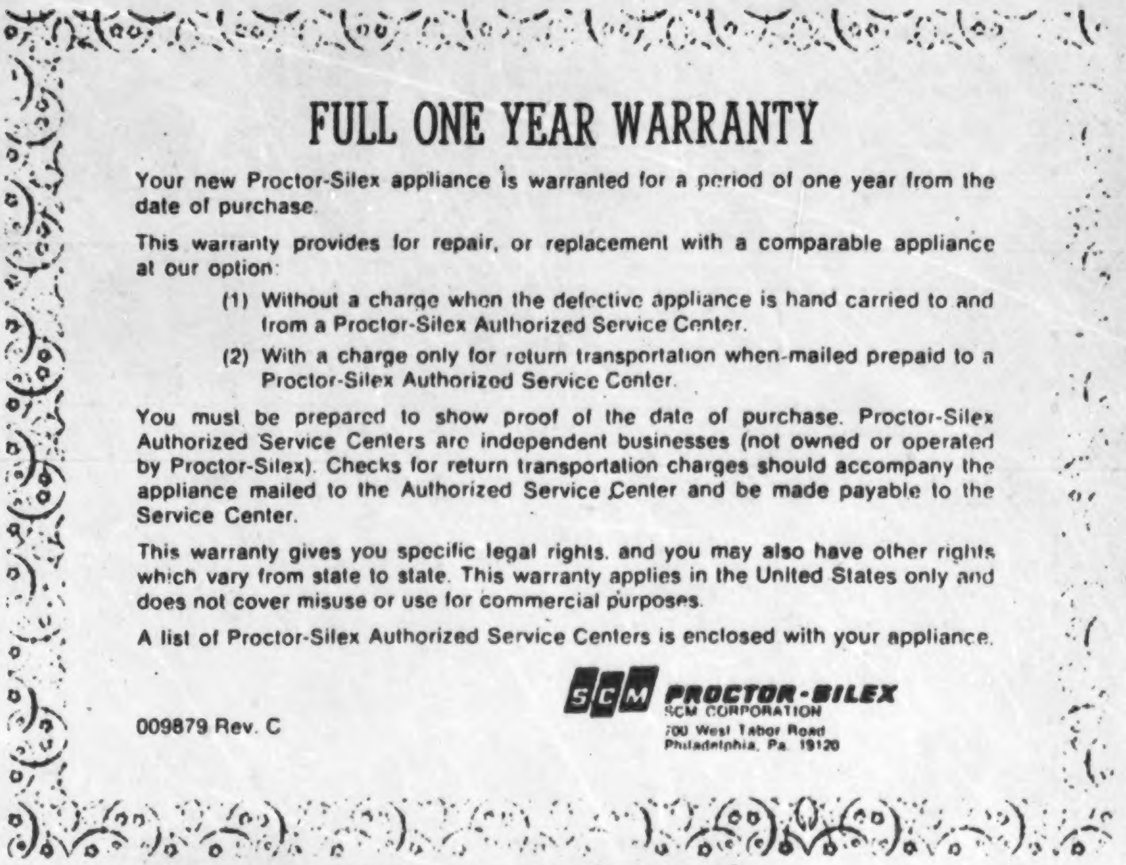
From: News for You Instructor's Aid, Vol. 6, No. 32.

(more) ...

7. Look at the problems listed in question 6 which are not covered by the warranties. What words in the warranties tell you that these problems are not covered?

SAMPLE WARRANTIES FOR—

AN IRON



FULL ONE YEAR WARRANTY

Your new Proctor-Silex appliance is warranted for a period of one year from the date of purchase.

This warranty provides for repair, or replacement with a comparable appliance at our option:

(1) Without a charge when the defective appliance is hand carried to and from a Proctor-Silex Authorized Service Center.

(2) With a charge only for return transportation when mailed prepaid to a Proctor-Silex Authorized Service Center.

You must be prepared to show proof of the date of purchase. Proctor-Silex Authorized Service Centers are independent businesses (not owned or operated by Proctor-Silex). Checks for return transportation charges should accompany the appliance mailed to the Authorized Service Center and be made payable to the Service Center.

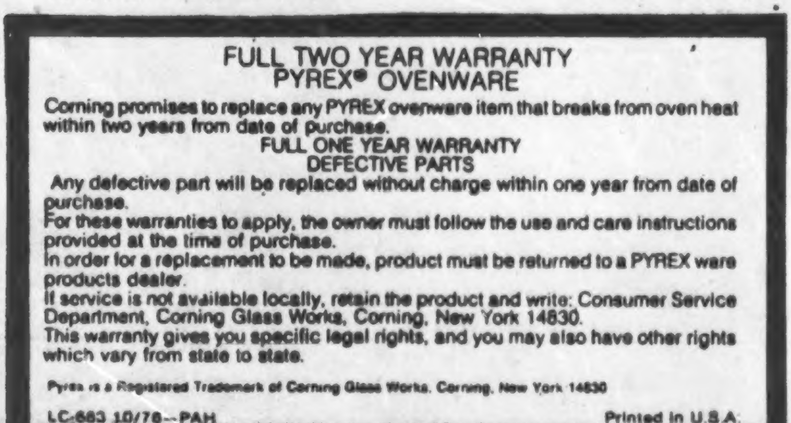
This warranty gives you specific legal rights, and you may also have other rights which vary from state to state. This warranty applies in the United States only and does not cover misuse or use for commercial purposes.

A list of Proctor-Silex Authorized Service Centers is enclosed with your appliance.

009879 Rev. C

SCM PROCTOR-SILEX
SCM CORPORATION
700 West Tabor Road
Philadelphia, Pa. 19120

OVENWARE



FULL TWO YEAR WARRANTY
PYREX® OVENWARE

Corning promises to replace any PYREX ovenware item that breaks from oven heat within two years from date of purchase.

FULL ONE YEAR WARRANTY
DEFECTIVE PARTS

Any defective part will be replaced without charge within one year from date of purchase.

For these warranties to apply, the owner must follow the use and care instructions provided at the time of purchase.

In order for a replacement to be made, product must be returned to a PYREX ware products dealer.

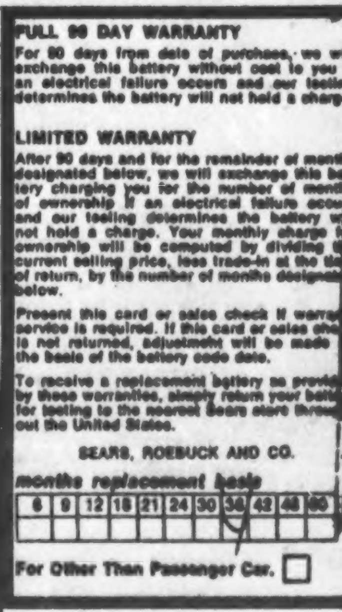
If service is not available locally, retain the product and write: Consumer Service Department, Corning Glass Works, Corning, New York 14830.

This warranty gives you specific legal rights, and you may also have other rights which vary from state to state.

Pyrex is a Registered Trademark of Corning Glass Works, Corning, New York 14830

LC-663 10/76--PAH Printed in U.S.A.

A CAR BATTERY



FULL 90 DAY WARRANTY

For 90 days from date of purchase, we w
exchange this battery without cost to you
an electrical failure occurs and our testi
determines the battery will not hold a charg

LIMITED WARRANTY

After 90 days and for the remainder of mont
designated below, we will exchange this ba
tery charging you for the number of mont
of ownership if an electrical failure occu
and our testing determines the battery w
not hold a charge. Your monthly charge f
ownership will be computed by dividing t
current selling price, less trade-in at the ti
of return, by the number of months designat
below.

Present this card or sales check if warra
service is required. If this card or sales che
is not returned, adjustment will be made
the basis of the battery code date.

To receive a replacement battery as provid
by these warranties, simply return your batt
for testing to the nearest Sears store throu
out the United States.

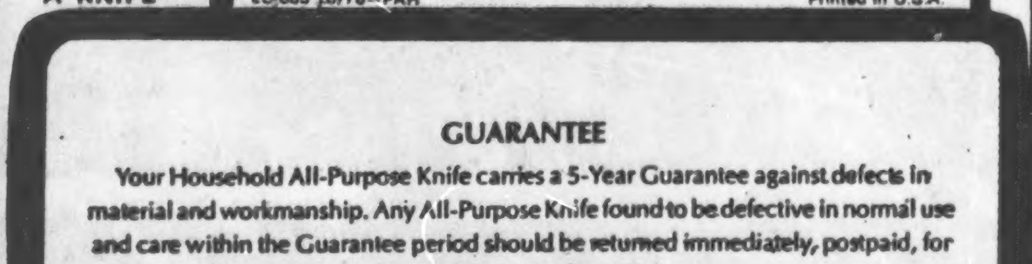
SEARS, ROEBUCK AND CO.

months replacement basis

6	9	12	18	21	24	30	36	42	48	60
							✓			

For Other Than Passenger Car. ☐

A KNIFE



GUARANTEE

Your Household All-Purpose Knife carries a 5-Year Guarantee against defects in material and workmanship. Any All-Purpose Knife found to be defective in normal use and care within the Guarantee period should be returned immediately, postpaid, for Free Repair or Replacement.

HOUSEHOLD MFG. CO.
Hawthorne, CA 90250

269 JAPAN

READING TECHNICAL DOCUMENTS: A RENTAL AGREEMENT

On page 2 you will find a rental agreement for renting an apartment. Before you sign a rental agreement you should find and read the following things. Look at this rental agreement and tell which part would give you the information. Put the number of the section next to the question. Which section tells:

_______1. How much you will pay for rent

_______2. When the rent is due

_______3. Who will pay for utilities

_______4. How much the deposit for damage or cleaning is, and whether it will be returned

_______5. Whether you can sublet (rent it to someone else) if you decide to be gone for a while

_______6. When the landlord or manager may enter

_______7. How many people may live in the apartment

_______8. What you must do when you want to end the agreement

_______9. What the landlord must do to end the agreement

Now pretend that you had the agreement on Page 2 as a rental agreement with a landlord. Answer these questions:

1. May the landlord enter at any time for an emergency?
2. How many days do you have to leave after the landlord has written you a letter ending the agreement?
3. Who is responsible if you have some things stolen from your apartment?

Date: ________ Tenant: ________________

Rate: ________ ________________

RENTAL AGREEMENT
standard form of
OREGON APARTMENT ASSOCIATION, INC.

The undersigned tenant has on this ________ day of ________________, 19____, rented from owner the dwelling unit known as

Apt. # ________, ________________ Apartments

Address: ________________

in the City of ________________, County of ________________, State of Oregon

beginning on the ________ day of ________________, 19____, on a month to month tenancy upon the following terms and conditions:

1. The monthly rental for the said dwelling unit and the furnishings therein as per inventory thereof, which tenant agrees to pay, is $ ________ dollars and shall commence on ________________, 19____, and shall be paid in advance. Owner acknowledges receipt of the first and last months' rent in the amount of $ ________ dollars.
2. In the event an apportionment of rent is necessary, rent shall be uniformly apportioned from day to day.
3. In addition to the rent, tenant shall pay for all public utilities charged against the dwelling unit except ________________ which shall be furnished and paid for by the owner.
4. Owner acknowledges receipt from tenant of the following:
   a. Security deposit of $ ________ dollars from which owners may claim the amount reasonably necessary to remedy tenant's defaults in the performance of this rental agreement and to repair damages to the premises and to the said furnishings caused by the tenant, excepting ordinary wear and tear;
   b. Cleaning charge of $ ________ dollars which is not refundable;
   c. Key deposit of $ ________ dollars which is not refundable, unless keys are returned;
   d. Other charges or deposits: ________________
   Terms and/or conditions: ________________
5. No more than ______ adults and ______ children and no additional persons other than those covered by this agreement shall occupy said dwelling unit without written consent of the owner.
6. The person autorized to manage the premises and to act for and on behalf of the owner and address are:
   Name ________________ Address ________________
7. Tenant shall not assign this agreement nor assign nor sublet the dwelling unit or any part thereof without the prior written consent of the owner.
8. The Tenant shall comply with the rules and regulations of the Oregon Apartment Association, Inc. which have been adopted by the owner, and a copy of which is posted in the dwelling unit, and all additional or further rules and regulations which may, from time to time, be lawfully adopted by the owner.
9. In any action on this agreement and upon appeal to higher courts, reasonable attorney's fees may be awarded to the prevailing party, together with costs and necessary disbursements. The owner shall be entitled to reasonable attorneys fees and legal expenses incurred by him in selling personal property abandoned by tenant.
10. Owner may enter the dwelling unit without the consent of the tenant in case of emergency and may enter with the consent of the tenant to inspect, make necessary or agreed repairs, decorations, alterations or improvements, supply necessary or agreed services, or show it to prospective or actual purchasers, mortgagees, tenants, workmen or contractors. Except in case of emergency or impracticability to do so, owner shall give tenant 24 hours' notice of intent to enter and tenant shall not unreasonably withold consent.
11. Tenant shall notify owner of any extended absence from the premises in excess of seven (7) days, no later than the first day of the extended absence. Payment of rent which may become due during such absence shall be made prior to leaving.
12. Tenancy of the dwelling unit may be terminated by either owner or tenant by giving 30 days written notice to the other party. Further, if rent is unpaid when due and not paid within ten (10) days after it is due, owner may give tenant 24 hours' written notice of non-payment and intention to terminate the rental agreement. If the rent is not paid within such 24 hour period, owner may immediately terminate the rental agreement and take possession of the dwelling unit. The tenancy terminates on the date designated in the notice of termination and without regard to the expiration of the period for which rents are to be paid.
13. Owner will not be responsible or liable for loss or damage to property belonging to tenant located in the dwelling unit or on the premises not resulting from owner's negligence or willful misconduct.
14. It is the intention of the parties hereto that this tenancy shall be governed by and shall be in accordance with the laws of the State of Oregen, including Section 1 to 53, Chapter 559, Oregon Laws 1973, known as the "RESIDENTIAL LANDLORD & TENANT ACT."

FILLING OUT FORMS AND APPLICATIONS

Forms are filled out for you from the day you are born, when the doctor makes out your birth certificate, until the day you die, when a death certificate is written. During one's lifetime, s/he must fill out many different forms and applications.

There are three things you can do to make filling out forms and applications easier for yourself:

1. Learn words which are often on forms and applications.
2. Collect the information about yourself which many applications and forms need.
3. Practice filling out forms and applications.

Useful Words for Filling Out Forms

1. date
2. month
3. year
4. name
5. Mr.
6. Mrs.
7. Miss
8. first name
9. last name
10. maiden name
11. middle name
12. middle initial
13. address
14. street
15. permanent address
16. mailing address
17. present address
18. zip code
19. city
20. state
21. telephone number
22. business telephone
23. home telephone
24. citizen
25. citizenship status
26. birthdate
27. date of birth
28. place of birth
29. age
30. height
31. weight
32. Social Security number
33. marital status
34. married
35. separated
36. divorced
37. widowed
38. single
39. occupation
40. employer
41. firm
42. place of employment
43. self-employed
44. length of service
45. references
46. in case of emergency
47. education
48. years of schooling
49. last school attended
50. degrees held
51. diplomas held
52. salary
53. hourly
54. weekly
55. part-time
56. full-time
57. temporary work
58. sex
59. male
60. female
61. health plan coverage
62. medical history
63. physical impairment
64. driver's license number
65. signature

Date begun ____________________

Number known ____________________

Number to learn ________________

Date mastered __________________

Directions: Read these words. Check (✓) the ones you know. Circle the ones you need to learn. Fill in the lines below these lists, then check with a teacher.

PERSONAL INFORMATION FOR JOB APPLICATIONS

Each job application form is different, but most of them ask for the same kind of information. It is important to have this information with you when you fill out an application. Get this information now and write it below. After you use it to finish the worksheet, keep it to take with you when you apply for a job.

1. Social Security Number: ______________________________

2. Education:

	School	Address	Dates Attended
High School:			
College:			

Last Grade Completed: ______________

3. Employment (your most recent position is listed first):

Name of Firm ______________________________

Address ______________________________ Phone ______________

Name of Supervisor ______________________________

Dates employed: From (month & year) ______________ to ______________

Starting Pay ______________ Ending Pay ______________

Reason for Leaving ______________________________

over

Name of Firm____

Address________________________________Phone__________

Name of Supervisor____________________________________

Dates employed: From (month & year)____________To____________

Starting Pay____________________Ending Pay_______________

Reason for Leaving____________________________________

Name of Firm____

Address________________________________Phone__________

Name of Supervisor____________________________________

Dates employed: From (month & year)____________To____________

Starting Pay____________________Ending Pay_______________

Reason for Leaving____________________________________

Name of Firm____

Address________________________________Phone__________

Name of Supervisor____________________________________

Dates employed: From (month & year)____________To____________

Starting Pay____________________Ending Pay_______________

Reason for Leaving____________________________________

4. List two personal references who are not relatives or people for whom you have worked (former employers):

Name______________________________Address______________________________

Phone number (include area code)______________________________

Name______________________________Address______________________________

Phone number (include area code)______________________________

Use the remaining space on this page to write down other information that you find you need to use often.

Now you are ready to practice filling out some applications.

Complete these three applications, and then discuss them with a teacher.

SKIPPER'S. EMPLOYMENT QUESTIONAIRE

POSITION APPLYING FOR	LAST NAME	FIRST	MIDDLE

ADDRESS (WITH ZIP CODE)	How Long There?	SALARY DESIRED $ ________

SOC. SEC. NO. / /	HOME PHONE NO. ________ WORK PHONE NO. ________	I AM AVAILABLE TO WORK ABOUT ____HOURS PER WEEK	I AM NOT AVAILABLE TO WORK ON THESE DAYS AND HOURS:

WHAT PHYSICAL DEFECTS OR AILMENTS DO YOU NOW HAVE(i.e., HERNIA, HEART TROUBLE, HIGH BLOOD PRESSURE)?

EDUCATION

	NAME OF SCHOOL	Attended From	Attended To	Last Grade Completed	Major	Grade Point Average
High School		/ /	/ /			
College		/ /	/ /			
Other		/ /	/ /			

Organizations, Hobbies, Interests:

[redacted]

Military History

Branch of Service

What Years? From To

Specialty

Reserves ☐

National Gd. ☐

Rank When Discharged

WORK HISTORY (PRESENT OR MOST RECENT FIRST)

Dates	Employer's Name Address, Phone No.	Product or Service	Supervisor's Name	Reason for Leaving
From / / To / /	Phone:			
	Hired As	Starting Salary	Last Position	Final Salary
[redacted]				
From / / To / /	Phone:			
	Hired As	Starting Salary	Last Position	Final Salary
[redacted]				
From / / To / /	Phone:			
	Hired As	Starting Salary	Last Position	Final Salary
[redacted]				

Have you ever been employed by Skipper's? Yes ____ No ____

Location ____________ Dates From / / To / / Position ____________

Have you a relative or friend employed by Skipper's? Yes ________ No ________

If yes, Name ____________ Relationship ____________ Skipper's Location ____________

Please Read Carefully

I have completed all applicable questions and declare all the information to be true and correct. I authorize you to consult my previous employers. If I am hired, I agree to return all Skipper's property issued me prior to receiving my final paycheck, should I leave Skipper's employ.

Applicant's Signature ____________ Date ____________

AN EQUAL OPPORTUNITY EMPLOYER
White Copy to National Office • Yellow Copy Retain For Restaurant File

P-11
5/76

An Equal Opportunity Employer

Pizza-Hut Inc. *and its Subsidiaries*

EMPLOYMENT APPLICATION

The Civil Rights Act of 1964 prohibits discrimination in employment practice because of race, color, religion,
national origin. P.L. 90-202 prohibits discrimination on the basis of age with respect to individuals who are at l
but less than 65 years of age. The laws of some States also prohibit some or all of the above types of discrimin

PLEASE PRINT

Soc. Sec. No. ___/__/____ | Last Name | First Name | Middle Initial | Date

Street & Number | City | State | Zip

Home Phone No | Person To Notify In Case Of Emergency | Emergency Phone No.

Are You Under 21 Yrs. of ☐ Yes ☐ No

If yes, list date of birth Mo. / Day / Y

Permanent Address | City | State | Zip

Do you have any relatives working for Pizza Hut, Inc.? ☐ Yes ☐ No

If "Yes", give name, relationship, department/location

List any convictions for which the date of convictions or prison releases are within the last seven (7) years. Convictions do not automatically prohibit employment.

Position Desired | PLEASE CHECK ONE (✓) ☐ Permanent ☐ Temporary | PLEASE CHECK ONE (✓) ☐ Full-Time ☐ Part-Time | Hours Desired | Day You Can Start Mo. / Day / Year

Do you have any mental, physical or sensory limitations or disability which might affect job performance?

Have you had any illnesses, injuries or surgery which might affect job performance?

Are you a U.S. Citizen or are you eligible to work in the U.S.? Yes ☐ No ☐

Have You Previously Been Employed by Pizza Hut, Inc., or its Subsidiaries ☐ Yes ☐ No

If yes, please complete this line. Dates of Employment From: Mo. / Yr. To: /

Name of Supervisor

Your Name at Time of Previous Employment

U.S. Military Service | Active Duty Mo / Yr From / Mo / Yr To / | Reserve Duty Mo / Yr From / Mo / Yr To / | Branch of Service | Rank at Discharge | Reserve Status

		Major	Minor	Number of Years Attended	Dip
Elementary					
High School					
College					
Other (specify)					

Company / Type of Business | Address | Name of Supervisor

Type of Work / Duties Performed | Phone A / C | From Mo. Yr. | To Mo. Yr.

Reason for Leaving | STARTING PAY | ENDING PA

Company / Type of Business | Address | Name of Supervisor

Type of Work / Duties Performed | Phone A / C | From Mo. Yr. | To Mo. Yr.

Reason for Leaving | STARTING PAY | ENDING PA

Company / Type of Business | Address | Name of Supervisor

Type of Work / Duties Performed | Phone A / C | From Mo. Yr. | To Mo. Yr.

Reason for Leaving | STARTING PAY | ENDING PA

Company / Type of Business | Address | Name of Supervisor

Type of Work / Duties Performed | Phone A / C | From Mo. Yr. | To Mo. Yr.

Reason for Leaving | STARTING PAY | ENDING PA

MAY WE CONTACT PRESENT EMPLOYER: CHECK ONE (✓) ☐ YES ☐ NO

PERSONAL REFERENCE (NOT FORMER EMPLOYERS OR RELATIVES)

Name | Address | Phone A / C

Name | Address | Phone A / C

SIGNATURE

I understand that a consumer investigative report may be made including information as to my character, general reputation, personal characteristics and mode of living insofar as these factors reflect upon my suitability for employment, and that upon written request, made by me within a reasonable period of time, a complete disclosure of the nature and scope of the investigation will be supplied to me.

I understand the first 90 days of employment is considered as a probationary period. During this period Pizza Hut, Inc. reserves the right to terminate me for cause without notice. I reserve the right to terminate at any time during this period with or without notice.

Signature ______________________

Form No. 2202 9-77

S6 Worksheet 1, p.

Spokane Office
West 1709 Broadway
Spokane, Washington 99201

STATE OF WASHINGTON
DEPARTMENT OF PERSONNEL
600 So. Franklin
Olympia, Washington 98501

APPLICATION FOR EMPLOYMENT

Seattle Office
312 First Avenue North
Seattle, Washington 98109

1. TITLE OF POSITION FOR WHICH APPLYING (One position only)

2. Miss ☐ Mrs. ☐ Mr. ☐ (Last name) (First) (Middle)

3. PRESENT ADDRESS:
(Number and Street)
(City) (State) (Zip)

4. Home or Message Telephone No.

5. Business Telephone No.

6. PERMANENT ADDRESS (if different from above):
(Number and Street)
(City) (State) (Zip)

7. Permanent Telephone No.

8. Social Security No.

9. Date of Birth

10. Height
Weight

11. Will you accept:
Any shift? ☐
Day shift only? ☐
Part time employment? ☐
Temporary employment? ☐
Seasonal employment? ☐

RESERVED FOR DEPARTMENTAL USE

TESTING RECORD				DATE PLACED ON REGISTER		
				CERTIFIED		
TYPE TEST	DATE SCH'D	TEST CTR	SCORE	TO	DATE	RESULT
ET						
WR						
OR						
TY						
ST						
PE						
EV						

VET PREF % ANALYST DATE

1.1	1.2	1.3	2.1	2.2	3.1	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5	6.1	6.2
6.3	6.4	7.1	8.1	8.2	9.1	9.2	10.1	11.1	11.2	12.1	13.1	13.2	13.3	13.4	13.5	13.6
14.1	14.2	14.3	14.4	14.5	14.6	15.1	16.1	16.2	16.3	17.1	17.2	17.3	17.4	17.5	17.6	17.7
17.8	17.9	18.1	18.2	18.3	19.1	19.2	19.3	19.4	20.1	20.2	20.3	20.4	21.1	21.2	21.3	21.4
22.1	22.2	22.3	22.4	23.1	23.2	24.1	24.2	24.3	24.4	25.1	25.2	25.3	26.1	26.2	27.1	27.2
27.3	27.4	27.5	27.6	27.7	27.8	27.9	29.1	29.2	29.3	29.4	30.1	31.1	31.2	31.3	31.4	31.5
32.1	32.2	32.3	32.4	33.1	33.2	33.3	33.4	34.1	34.2	34.3	35.1	36.1	36.2	37.1	37.2	37.3
37.4	37.5	38.1	38.2	38.3	38.4	39.1	39.2	39.3	39.4	39.5						

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39

12. **VETERANS PREFERENCE**
If you have served in the Armed Forces of the United States and have been honorably discharged or separated from active duty under honorable conditions within the past 5 years, you may be eligible for Veterans Preference. If you claim Veterans Preference, check below and attach DD Form 214 or other proof of discharge. Proof will be recorded and returned. Promotional candidates consult with your personnel officer prior to claiming Veterans Preference.

VETERANS PREFERENCE CLAIMED ☐ PROOF OF DISCHARGE ATTACHED ☐

13. If you are applying for a trades position, are you a journeyman? Yes ☐ No ☐

14. If you have a professional license, certificate, or registration, complete the following:
What kind of license do you have?
Number Date
Where issued

15. EQUAL OPPORTUNITY EMPLOYMENT.
The State of Washington is making an effort to insure that we have an affirmative action program that results in fair representation in employment. We would appreciate your cooperation by voluntarily indicating your race

16. GRADE AND HIGH SCHOOL EDUCATION

Schools attended	Circle highest grade completed	Date last attended	Did you graduate?
Elementary	1 2 3 4 5 6 7 8		
High School	9 10 11 12		

Name and location of school last attended

17. Have you passed the General Educational Development Test in lieu of High School graduation? (Furnish proof.) Yes ☐ No ☐

18. COLLEGES, NURSING, BUSINESS AND OTHER SCHOOLS ATTENDED

Name and location	Dates attended	Credit hours earned	Q* S	Degree and year granted	Did you graduate? Yes or No	Major or subjects taken	DO NOT USE

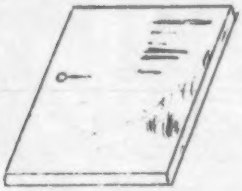
*Qr. or Sem. Hours.

(If Additional Space Is Required Use Continuation Application Form or an Additional Sheet of Paper)

280

USING THE TELEPHONE DIRECTORY

Directions: Get a local telephone book to use for this worksheet.



The telephone directory (telephone book, "phone book") has three parts:

The Introductory Pages, or Call Guide

The White Pages, or General Listings

The Yellow Pages

Using the Call Guide or Introductory Pages

In the introductory pages you can find emergency numbers, dialing instructions, area codes, telephone company numbers, telegram instructions, and general information.

How many pages are in the Call Guide? __________

Write these telephone numbers, which are found in the Introductory Pages:

a. Fire Department________________________

b. Directory Assistance (Information) ______________________

1) for a local number____________________

2) for another number in the same area code_______________________

3) for a number with area code 206_______________________

c. Telephone Repair Service______________________

d. Police___________________________________

e. Area Code for Seattle____________________

Using the White Pages or General Listings

In the White Pages you can find the names, addresses and numbers of people, businesses, and organizations, arranged alphabetically. In some phone directories, there are listings for more than one city. It will tell you this on the cover of the book. Also, at the top of each page in the General Listings the name of the city will be printed.

What cities are listed in the directory you are using?

At the top of each page in the corner, you will find 2 guide words. They tell you what names you will find on the page.

Open your phone book to any page in the General Listings. Find the guide words. Write them below:

Write the full name, address and phone number for each of the names given as guide words:

You should notice that the first guide word tells you the first listing on that page. The second guide word tells you the name of the last listing on that page. All the listings between these two words are in alphabetical order.

Find the number for each of these. Also write the guide words which helped you find each name:

	Guide Words:	Number:
McDonald's Restaurant	__________________	_____________
	__________________	

	Guide Words	Number
Roto Rooter Service	____________________ ____________________	____________________
Kentucky Fried Chicken	____________________ ____________________	____________________

Using the Yellow Pages

In the Yellow Pages you can find businesses according to product or service. You can also find lists of doctors and lawyers (attorneys), a list of Zip Codes for nearby towns and cities, and a calendar.

Find the Yellow Pages in your directory. Look at the first 15 pages. Notice what kind of information you can find there.

Look carefully at the headings at the very top of each page. Find the page where there is a listing of attorneys (lawyers).

Page ______________, Guide words __________________________

____

On what page does the listing of beauty salons (shops) begin?

Page ______________, Guide words __________________________

____

In which part of the telephone directory would you find the following information? Put A, B or C in each blank.

A - Call Guide or Introductory Pages
B - General Listings or White Pages
C - Yellow Pages

__________1. The names of grocery stores near your house.

__________2. The telephone company business office.

__________3. The rate differences for long distance calls.

__________4. Dr. William Smith's address.

__________5. The telephone number of Bill's Book Store.

__________6. The beauty salons in town.

__________7. An emergency police phone number.

__________8. City agencies (school, Welfare).

__________9. A listing of motels.

_________10. The address of your bank.

S7 Worksheet 2

USING THE YELLOW PAGES

We use the Yellow Pages to look up all sorts of things. While businesses in the White Pages are listed alphabetically, in the Yellow Pages they are listed by the kind of service they provide.

Look at the sample listing on the next page. Use it to answer the following questions:

1. What is the number of the Finch Piano Hospital?

2. Which doctor might you call if your child is sick?

3. When is the Bovee Studio open? What would you go to this studio for?

4. Why are the words "PHOTO-PICTURE" at the top of the page?

5. What if you need a doctor in an emergency, and don't have one of your own? What should you do?

6. Which of the following people would probably use the White Pages of the phone book? Which ones would use the Yellow Pages?

   a. Mike has just moved to town. He wants to find some good places to eat.

   c. Carol wants to call Sears to find out if the curtains she ordered have come in.

   d. The Harrisons want to move to a bigger apartment. They want to call some rental agencies in their area.

   e. Ted wants to go bowling in the evening at Woodville Lanes. He wants to know if he can get a lane then.

▶ Photo Finishing

Fotomat Corp River Mall Shopng Ctr	638-2995
PHOTO FUN LTD	
Tri-County Mall	638-0501

▶ Photographers-Commercial

Bovee Studio 109 W Genese	635-6041

▶ Photographers-Portrait

BOVEE STUDIO

QUALITY — SERVICE

Hours: Mon & Tues 1-5:30 P.M.
Closed Wednesday
Thurs & Fri 10 A.M.-5:30 P.M.
Saturday By Appointment Only

109 W Genesee
Baldwinsville

635-6041

TAROLLI PETER L

"Living PHOTOGRAPHY For Every Occasion"
CREATIVITY - CRAFTSMANSHIP

- COMMEMORATIVE ENVIRONMENTAL PORTRAITURE
- WEDDINGS - LEGAL - INDUSTRIAL
- PHOTOJOURNALISM
- DAILY & EVENINGS BY APPOINTMENT

8530 Morgan Road Liverpool ------ 622-2344

▶ Photographic Equip. & Supls.-Retail

Wainwright Photo & Camera Shop Inc	
527 Charles Av Syr	488-7229

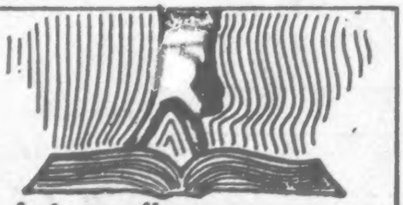
▶ Physicians' & Surgeons' Equip. & Supls.

Bee Drug Co 1885 State Fair-Blvd	635-3989

DIAL CAREFULLY!

Avoid wrong numbers
by first checking the
number and then

DIAL EACH DIGIT CAREFULLY



Let your fingers
do the walking . . .

You can save time on shopping trips by first checking the Yellow Pages and making a list of the stores you want to visit.

▶ Physicians & Surgeons (M.D.)

In An Emergency

if you need medical care and are unable to reach your family physician
Dial
OPERATOR
tell the Operator "This is an emergency call" . . . . give your telephone number and say "I want a doctor."

Comerford & Cummings MD PC 305 Vine Lv	457-3282
If No Answer Syr	474-3961
Comerford John T MD PC 305 Vine Lv	457-3282
If No Answer Syr	474-3961
Cummings Michael V MD PC 305 Vine Lv	457-3282
If No Answer Syr	474-3961
Deboni Guerrino B 7209 Buckley Rd Lv	458-8771
Eisenberg Henry M	
By Appointment Only	
Canton	638-0096
If No Answer Syr	476-4663
Euphrat Edwin J	
Practice Limited To Radiology	
428 S Main N Sy	458-2132
Hunter Charles E 103 3rd Lv	457-0540
Kaplan Jeffrey G	
Practice Limited To-Podiatrics	
8280 Willett Pkwy Radisson	638-0254
Kottmann Robert F MD PC 51 Oswego	635-9961
If No Answer Syr	474-3961
Lane Edward J	
Practice Limited To Radiology	
428 S Main N Sy	458-2132
Mignault Justin W 49 Oswego	635-6121
Paris Samuel	
Practice Limited To Family Practice	
7209 Buckley Rd Lv	458-4432
Perez Abraham J	
Practice Limited-Gynecology & Obstetrics	
8280 Willett Pkwy Radisson	638-0254
Raffaele Angelo J 717 E Genese Syr	478-3128
Smith Philip H	
Practice Limited To-Family Practice	
8280 Willett Pkwy Radisson	638-0254
Wedemeyer Robt G Oswego	635-3925
Yaffa Jack E	
By Appointment Only	
Canton	638-0096
If No Answer Syr	476-4663

▶ Pianos-Tuning & Repairing

FINCH PIANO HOSPITAL THE

PIANO TUNING
Repairing - Complete Reconditioning
Free Mothproofing Service With
Each Piano We Clean
HARLAN FINCH - PIANO TECHNICIAN

731 Marcellus St Syracuse ------ 476-0660

▶ Picture Frames-Dlrs.

BILYEU'S COLOR CENTER INC	
25 Oswego	635-3669

Every employee of the Telephone Company carries an identification card. We suggest that you refuse access to your premises to anyone who represents himself or herself as from the telephone company, but who cannot so identify himself, or herself.

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St 1 Worksheet 3

Surveying a Textbook Chapter

1. Name of the textbook: ____

2. Chapter title: ____

3. List at least three questions the title suggests to you:

   a. ____

   b. ____

   c. ____

4. Read the first paragraph, each bold heading and subheading and the last two paragraphs of the chapter. What is the chapter about?

   ____

   ____

   ____

5. How much do you already know about the subject?

   ____

   ____

6. What study aids does the chapter contain?

   _____bold print
   _____italicized words
   _____graphs, charts, etc.
   _____pictures
   _____summary
   _____bibliography
   _____questions
   _____other: ____________________

7. How long will it take you to study this chapter? ____________________

8. If you will need to divide the chapter up into sections to study it, where are you going to divide it? (Name page numbers)

   ____

9. List at least four questions you are going to read to find answers to:

   a. ____

   b. ____

   c. ____

   d. ____

10. Using the chapter you just surveyed or previewed, complete the steps, which you have learned, for studying a textbook chapter.

More About P Q R S T

P - Preview
Q - Question
R - Read
S - Summarize
T - Test

PREVIEW:	Get acquainted with the chapter. Think about what you already know about the subject. Decide what the author is trying to do. Decide on your purpose for reading it. Read the title, the subheadings, italicized words and summary. Decide if the chapter needs to be broken into several shorter readings.
QUESTION:	Decide what questions you want to have answered by the chapter. Write down 4 or 5 questions to be answered. Turn the title and subheadings into questions.
READ:	Look for answers to your questions as you read. Try to relate what you read to something you have read or experienced before.
SUMMARIZE:	With book closed, think about the main ideas. Write answers to your questions. Make an oral or written summary.
TEST:	Review what the chapter said. Test yourself 4 times (1 - immediately, 2 - 24 hours later, 3 - one week later, 4 - before the test). Use your questions and summaries.

On the back of this page, name the five steps for reading a textbook and tell briefly what you should do for each step.

Use PQRST on at least 2 textbook chapters using St1 Worksheet 3.

S Q 3R - An Approach to Textbook Reading

S - Survey
Q - Question
R - Read
R - Recite
R - Review

SURVEY:	Get acquainted with the chapter. Think about what you already know about the subject. Decide what the author is trying to do. Decide on your purpose for reading it. Read the title, the subheadings, italicized words and summary. Decide if the chapter needs to be broken into several shorter readings.
QUESTION:	Decide what questions you want to have answered by the chapter. Write down 4 or 5 questions to be answered. Turn the title and subheadings into questions.
READ:	Look for answers to your questions as you read. Try to relate what you read to something you have read or experienced before.
RECITE:	With book closed, think about the main ideas. Write answers to your questions. Make an oral or written summary.
REVIEW:	Review what the chapter said. Test yourself 4 times (1 - immediately, 2 - 24 hours later, 3 - one week later, 4 - before the test). Use your questions and summaries.

On the back of this page name the five steps for reading a textbook and tell briefly what you should do for each step.

READING RATE

The key to rapid reading is to be able to take in entire groups of words at a glance. On the back of this page is an exercise to help you learn to do this. You should do this exercise two (2) times each day for a week. Keep a record below. If you wish to time yourself, you may use the stop watch and record your time on the lines below. If you don't time yourself, put a ✓ when you've read it each time.

Day 1 ________ ________

Day 2 ________ ________

Day 3 ________ ________

Day 4 ________ ________

Day 5 ________ ________

Day 6 ________ ________

Day 7 ________ ________

READING BY GROUPS OF WORDS

The purpose of this drill is to discipline
the little muscles that move the eyes from left to right.
Incorrect habits of reading have frequently caused
these muscles to behave in an undisciplined
and inefficient manner. Try to make your eyes march ahead
in three rhythmic leaps across the line.
Try to feel the tiny tug on these six
little muscles that move each eye. You will note
that some phrases are short; others are longer.
This is done intentionally. The amount
of line width that various people can see differs
with the individual. In these exercises, try to group
as one eyeful all the words in the unit;
look at a point just about midway in each word group.
At times, you will feel as though the field
of your vision is being stretched. So much the better!
At other times, the phrase will be too short.
We shall strive for wider and wider units as we proceed.
In that way, your eyes will grasp more and more
at a glance. Read this exercise two or three times
every day for a few days. Try always
to cut down on the time that it took you
to read it each preceding time. You will soon get
the knack of it. Do not let your eyes "skid"
or "slide" when you look at a phrase.
Look at it "amidships." Give it a strong,
fleeting glance. See it all in one look;

Word Count: 258

Making and Using Alphabetical Lists

Have you ever looked for a fact in an encyclopedia and had trouble finding it quickly?

Does it take you longer than you'd like to find something in a catalog index?

If so, you may need practice putting words into A, B, C order (alphabetical order).

Think of other times words are put into alphabetical order.

____

____

____

Here is a list of names. Put them in alphabetical order.

Garza 1. _______________

Smith 2. _______________

Anderson 3. _______________

Martinez 4. _______________

Dorman 5. _______________

Did you notice that you only had to look as far as the first letter to decide which came first, second, etc?

Alphabetize this list.

Graham 1. _______________

Carson 2. _______________

Montoya 3. _______________

Goya 4. _______________

Conners 5. _______________

Simpson 6. _______________

Martin 7. _______________

Settle 8. _______________

How many letters did you have to look at this time in order to alphabetize them? _______

Here's one more list to put into alphabetical order.

Roberts 1. _______________

Raymond 2. _______________

Royer 3. _______________

Roach 4. _______________

Randall 5. _______________

Ramon 6. _______________

Go back to your last list and draw a box around the letters of each word you had to use to put the word in order.

Directions: Below are two lists of words which are found on signs. Put each list into alphabetical order.

LIST A

Post Office 1. ____________________

poison 2. ____________________

fragile 3. ____________________

flammable 4. ____________________

emergency 5. ____________________

caution 6. ____________________

posted 7. ____________________

credit 8. ____________________

found 9. ____________________

employees 10. ____________________

closed 11. ____________________

private 12. ____________________

police 13. ____________________

LIST B

deer crossing 1. ____________________

road closed 2. ____________________

detour 3. ____________________

railroad crossing 4. ____________________

right turn only 5. ____________________

end construction 6. ____________________

dead end 7. ____________________

entrance 8. ____________________

restrooms 9. ____________________

loading zone 10. ____________________

exit 11. ____________________

danger 12. ____________________

READING A FLOW CHART

The diagram on page 2 is called a flow chart. It is a kind of map. In a flow chart, the steps in a process are laid out for you to see in a diagram. You see at a glance which step comes first, second, third, and so forth. The arrows on the chart show you how the steps are related to each other.

This flow chart deals with the progress of fresh tomatoes through the picking, sorting, packing, and loading stages.

Answer the questions listed here by using the chart. Think over the meaning of the words used as labels on the chart. Move back and forth between the questions and the diagram as you work. Don't try to carry the picture in your head.

1. What process does this flow chart describe (talk about)?

2. What happens first to the tomatoes after picking?

3. What label does the chart use for "picking"?

4. Does the chart tell how the tomatoes are transported?

5. What happens to the muddy tomatoes when they reach the packing house?

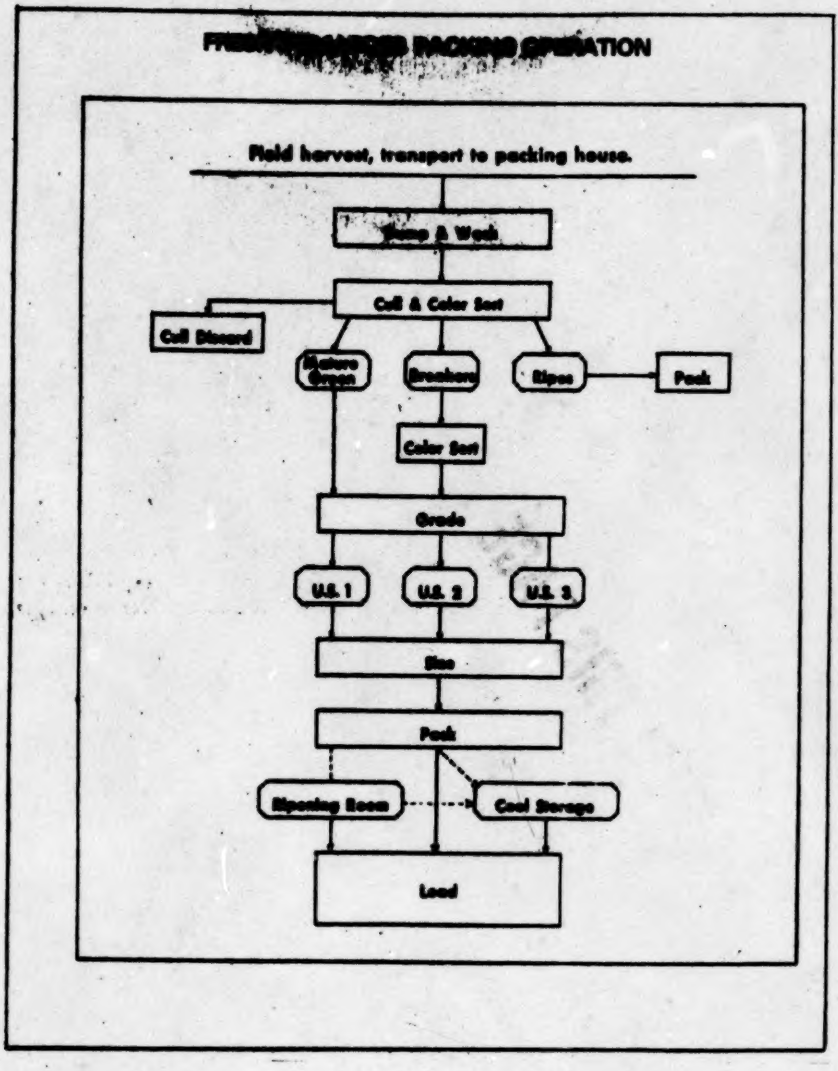
6. What is the next step?

7. Breakers come between mature green and ripe tomatoes. Can you guess what breakers are?

8. Are all breakers the same? If not, how do you know this fact from the flow chart?

9. What happens to the mature green tomatoes after the culling or sorting stage? (Follow the arrows through to the end).

10. How many examples of government grading are shown here?


FRESH TOMATOES PACKING OPERATION
Field harvest, transport to packing house.
Dump & Wash
Cull & Color Sort
Cull Discard
Mature Green
Breakers
Ripes
Pack
Color Sort
Grade
U.S. 1
U.S. 2
U.S. 3
Size
Pack
Ripening Room
Cool Storage
Load

U.S. Department of Agriculture
Agricultural Marketing Service

From: News For You Instructor's Aid, Vol. 4, No. 21. New Reader's Press.

APPENDIX F

EPILOGUE

EPILOGUE

After several quarters' experience with the Sequential Competency System in the Walla Walla Community College Learning Skills Center, there are several additional suggestions the writer offers for those who may use this system.

It has been found that the administration of pretests can be accomplished more efficiently if some are given in clusters (e.g. administer D5a, b and c together) and results of initial testing performance are noted on the skills checklist (e.g. the Reading Efficiency Checks used for initial assessment indicate the student's ability to find main ideas, note details and make inferences).

Instructors must remember that ultimately, reading is a whole language process which occurs not in brief, isolated segments or skills, but rather in the comprehension of paragraphs and passages which the student reads to obtain information and/or pleasure. Therefore, each student should be required to spend a part of each instructional session applying the skills to material of interest to him- or herself. The student is then instructed to write a summary and critique of a book s/he has read. It can be typed onto 5 x 8 cards and filed where other students can read it.

Finally, some emphasis on vocabulary development should be added to the instruction. Allowing for and requiring reading of a variety of materials (short stories, magazine articles, longer books, etc.) as mentioned above is an excellent way for students to expand their reading vocabularies through use of context. In addition, students may be required to select five words per week from their recreational and/or informational reading to learn. A study card containing the pronunciation, definition and use in context can be made for each word, then when mastered, given to an instructor for an oral quiz.